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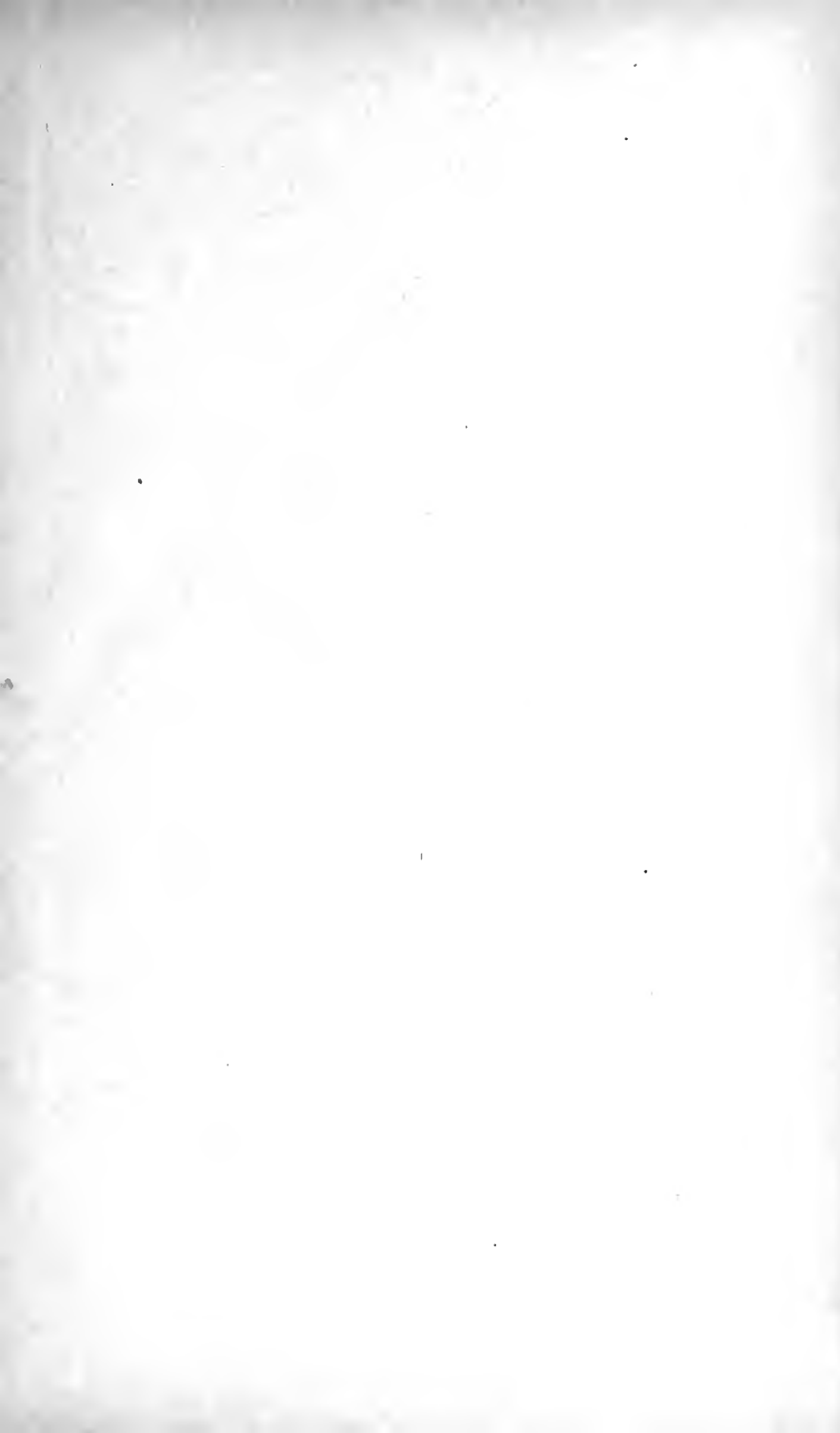
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The Braille Review.

A MONTHLY DEVOTED TO THE
:: INTERESTS OF THE BLIND. ::

VOL. XII.

JANUARY, 1914.

No. 1.

The Report of the Uniform Type Committee

OF THE
AMERICAN ASSOCIATION OF WORKERS
FOR THE BLIND.

[The following contains the substance of the Report and Recommendations of the Uniform Type Committee of America. It was published in *Progress* recently, and caused so much interest that we considered it would be acceptable to the readers of *Braille Review*.—EDITOR.]

THROUGH the kindness of Mr. Charles W. Holmes, Chairman of the Uniform Type Committee, we have been favoured with a copy of the report of his Committee, which was presented to the American Association of Workers for the Blind at a Conference held at Jacksonville, Illinois, in June, 1913. The report consists of more than thirty pages in letterpress, and is brimful of interest, but we can only give an outline of the work of the Uniform Type Committee, their recommendations, and the reception those recommendations met with at the hands of the Conference.

We will first in our own words briefly describe types for the Blind. The first practical type for the Blind was that invented by Valentin Haüy about the year 1784. Haüy's type was a modification of the Roman type, and consisted mainly of raised lines. For some time this was popular and useful, and even now books are to be found in which specimens of this type are given. During the nineteenth century many kinds of types for the Blind were invented, the principal of these being Gall's, Alston's, Lucas's, Frere's, Boston Line, Moon's, the Braille System, New York Point, and American Braille.

These may be classified into :—

- (a) Line Types, as Alston's ;
- (b) Point Types, as Braille, New York Point, and American Braille ;
- (c) Line and Point Types, as Lucas's and Frere's.

They may also be divided into groups; viz., those which can be read and not written, and those which can be read and written. All types except those which are purely point types belong to the former group, while *all* the point types may be grouped in the latter division. The types which we have mentioned, and others of less importance which we might have named, have fallen into disuse except the point systems (British Braille, American Braille, and New York Point), and Moon's System. The last-named is largely used by the old and hard-fingered, and especially by those who lose their sight late in life. It bears a traceable resemblance to the Roman letters used by the seeing. As the Moon type cannot easily be written, but only embossed by machinery, it was not taken into account by the Uniform Type Committee. Their investigations were, therefore, devoted to the three point systems, viz.: British Braille, American Braille and New York Point.

The Braille system was introduced into this country and popularised by the late Dr. T. R. Armitage, and the books published by The British and Foreign Blind Association (of which Dr. Armitage was the founder) are embossed exclusively in British Braille.

In the late sixties the New York Point System was perfected in the New York City Institution for the Blind. This system consists of dots only two deep, but having a variable base. About ten years later Mr. J. W. Smith, of America, revised the old Braille Alphabet upon the principle of frequency of recurrence. A certain number only of the letters of the British alphabet were altered, but the difference thus made was sufficient to bring about a variation from British Braille—indeed, to make it another system.

The wastefulness of duplicating books in different systems, and the inconvenience of being obliged to learn two or three types, had been for a long time recognised, and led to the investigation of the relative values of the types by the Uniform Type Committee. The work of this Committee has extended over a period of eight years. They set out to discover or invent a type which would have the following advantages in fullest measure:—

- (a) Adaptability;
- (b) Legibility;
- (c) Economy.

In order to prove the relative value of each of the three punctographic systems, and the weaknesses of any or all of them, it was evidently necessary that a large number of readers in the different systems should be examined. For this purpose Miss L. Pearl Howard and Mrs. E. H. Fowler were appointed investigating agents, and these ladies travelled thousands of miles, visiting forty-eight places and testing some twelve hundred readers, in various parts of the United States, Canada, England, and Scotland. Their itineracy in the two latter countries was arranged by The British and Foreign Blind Association. The agents examined 25 readers connected with The British and Foreign Blind Association and the London

County Council, 24 at the Royal Normal College, 30 at Leatherhead, 3 at Cottenham, Cambridge, 4 at Oxford, 37 at Birmingham, 12 at York, 27 at Edinburgh, 25 at Glasgow, 28 at Manchester and 54 at Liverpool.

The various tests showed some most interesting results, which may be summarised as follows (our comments are in square brackets):—

(a) Are characters which are alike except for their position in the line a hindrance in reading?

Tested in New York Point and American Braille with two lists of words, in the first of which the readers were made aware of the arrangement as to position in advance, and in the second they were obliged to determine it for themselves; in the former there was practically no difference in the time taken in reading, but 16 per cent more errors in the latter. In American Braille the time taken for the latter was 17 per cent. more, while the errors were about $2\frac{1}{2}$ times as numerous.

Further tests appear to indicate that closer letter spacing tends to reduce this difficulty, although it does not entirely eliminate it.

(b) What method of capitalization involves least extra labour in reading?

Tests show that a capital prefix causes less hindrance than a 4th-base capital letter (New York Point), and that the American Braille capital prefix (dots 5-6) causes less hindrance than the others now in use. [It should be pointed out that readers of British Braille are not accustomed to the use of a capital sign.]

(c) What kind of contractions facilitate reading?

The economy of space by the use of contractions is, of course, obvious, but the tests also prove that well-selected contractions are of material service to the average reader. The use of low-level characters as whole-word signs is, however, proved to be undesirable.

(d) What size of type is most easily read?

With few exceptions, the time required and the errors made with characters .09 inches from centre to centre of dots greatly exceeded the time and errors in types with .08 inches between the dots. Even readers who were accustomed to small type made better time and fewer errors in reading larger type. The principal need of adults is reported to be a type of clear, bold relief, with generous line and letter spaces. Moon type is reported to be most readily accepted by middle-aged learners, and a dot system is more easily learnt after Moon type than if taken first.

(e) What is the best method of spacing for American Braille?

The result of the experiment did little more than indicate a *small* loss in legibility, and *considerable* economy in space, with close spacing.

(f) Are characters of few dots easier to read than those of many dots?

It would appear that characters having a moderate number of dots (in any system) are more easily recognised than those having many dots. [A subsidiary result of this test was that the time and errors in reading British Braille came out more favourably than either American Braille or New York Point.]

(g) Vertical versus horizontal extension.

Taking first the 12 characters possible to all systems (within a space two dots square) the increase in time and errors through the introduction of third-base characters (New York Point) was greater than the increase in time and errors through the introduction of three-level characters (Braille). [There are, of course, no four-level characters of Braille to be compared with the fourth-base characters of New York Point, not to mention the fifth and sixth bases.]

(h) What is the relative legibility of the letters in each system?

The order of legibility of the letters in the three alphabets is shown to be as follows:—New York Point : e, t, i, o, s, a, n, d, r, l, m, f, u, j, x, c, p, w, y, v, h, z, b, q, k, g ; American Braille : a, o, i, t, r, s, l, e, g, v, b, y, c, d, f, h, j, m, n, p, u, k, w, q, x, z ; British Braille : e, a, i, l, t, o, c, b, s, k, d, f, h, j, g, m, u, w, r, v, p, n, z, x, y, q.

By a mathematical calculation, taking 60 of each letter and multiplying the time required to read these by the percentage of "frequency of recurrence" (*i.e.*, it is computed that in a selection containing 10,000 letters "e" would probably recur more than 1,000 times, while "z" would recur less than 20 times), the comparative totals work out as follows: New York Point, 3,019 seconds ; American Braille, 3,193 seconds ; British Braille, 2,552 seconds. [This comparison leaves out any question of contractions, of course.]

(j) What dot system now in use is most easily read?

Tests were carried out with various classes of readers, namely : the elder pupils in schools, adults of various ages who learnt to read when young, and those who learnt in adult life. The tests were taken in the various classes of readers with lists of words and with a prose selection. *With a list of words*, on average time taken, the order was in practically every class : (1) British Braille, (2) American Braille, (3) New York Point ; on average errors made, New York Point came out best, the other two systems being practically equal. *With a story* the order was both for time taken and errors made : (1) British Braille, (2) American Braille, (3) New York Point, the difference in time in favour of British Braille being most marked in every class, compared with either of the other systems.

(k) What bearing has economy in space on the type question?

From selections printed in various ways, *e.g.*, various spacings, with and without capitals, one side and interlined, etc., it appears

that American Braille fully contracted and interlined takes exactly the same space as British Braille, Grade II., interlined; New York Point interlined, with contractions, takes less, but the usual one-side work takes more space. [While British and American Braille can be interpointed, effecting a saving of approximately one-third of space, New York Point does not admit of interpointing.]

Regarding the best position of the finger in reading, the agents report that the great majority of readers, and particularly the best readers, use both hands, reading chiefly with the index finger, and going straight ahead, from left to right, with little or no up-and-down motion.

The result of their investigations was that the Uniform Type Committee decided to recommend the adoption of the British Braille Alphabet, with such modifications as might be necessary to harmonise with the findings of the Committee. They also recommend the adoption of the following :—

The American Braille capital sign ;

The continuance of the Committee ;

The pursuance of its work to completion, including the determination of numerals, punctuation, contractions, musical and mathematical notations, etc. ; and

The raising of ten thousand dollars for the work of the Committee, etc.

The Committee, finding that they would not carry the Conference unanimously on the question of the adoption of the British Braille alphabet, caused a modification of their original recommendation to be introduced as an amendment, to the effect that the Convention approved the work and methods of the Committee and instructed it to complete its work, with the hope that this completion might be achieved in time for the next Convention at San Francisco in 1915. This amendment, with the balance of the original recommendation, was unanimously carried.

The information relative to the reception of the report was kindly given to us by the Chairman of the Uniform Type Committee, and was contained in a long letter dated 21st July, 1913. This letter gives a vivid account of the reception of the recommendations by the Conference, and it is clear from it that had the original recommendation been put to the meeting it would have been carried, although not unanimously. It is also clear that the Committee are satisfied that the tests made were of the most searching kind—indeed, so much so that the Committee are convinced that no amount of further examination would prove other than that the British alphabet is the nearest to being perfect which human minds could devise.

We feel that the report and recommendations of the Uniform Type Committee mark an epoch in the history of the great “ battle

of the types," and we look forward to the time when there will be one universal system for the English-speaking Blind—that system being British Braille.

We have called the attention of Mr. Holmes to the mathematical notation formulated by Mr. H. M. Taylor and used in the publications of The British and Foreign Blind Association, and requested that the Uniform Type Committee will give this their careful consideration when the time arrives for discussing the question. We have also urged uniformity in music, and have pointed out that at the present time the Braille music notation is receiving critical consideration at the hands of a conference of experts convened by the Council of The British and Foreign Blind Association. We have stated that one meeting of the Conference has been held and that another will take place shortly; also that the findings of the conference will, before final adoption, be submitted to those interested in the publication of music on the Continent. The object of this is, of course, that there shall be such uniformity as will permit of the interchangeability of the music published in all countries.

We shall welcome correspondence on this most important matter, but we must ask our readers to let their letters be short and to the point.

Now that the British alphabet has proved its superiority over all others, our readers should do their utmost to induce American friends to adopt British Braille in its entirety. The blessings which would accrue to blind readers were our books available in America, and *vice versâ*, are more easily understood than expressed.

We conclude with the following extract from the *Matilda Zeigler Magazine* for August, 1913:—

"The editor of this magazine has been a most ardent supporter of New York Point, realizing how much more matter can be gotten into that type, and believing that it can as a rule be more easily learned by the adult than the Braille, but since this Committee has given years of careful study to the subject and reports in favour of the English Braille, it seems that this is the wise solution of this matter that has so long troubled the waters of blindness. If either New York Point or American Braille be adopted, the type question will still be unsettled, for the rest of the world uses English Braille, and it will always have many warm advocates here. By going to English Braille, we then get universality, which is greatly to be desired. This does not mean that the change, if it does come, will come in the near future. Until two years hence nothing definite will likely be done, and after that books will still be printed and circulated in the present types for the use of those too far advanced in life to learn a new system. This magazine will likely be published for ten years to come in its present types, but all the while the change can come gradually, as it should. All these years of various types have had their good effect, for out of them have grown more books and better printing; out of New York Point has grown the close Braille, which in time, we feel sure, will be most popular among all readers."

The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION
:: OF TEACHERS OF THE BLIND. ::

VOL. 2.

JANUARY 1st, 1914.

No. 1.

Editorial.

IT is now twelve months since our Association saw the light, and our minds naturally turn to traverse again its eventful year of life. It has been a full year, a year of building-up and gradual consolidation, a year of the evident strengthening of corporate feeling, a year of work attempted and carried to successful issues. The Association could not afford a long infancy. Like the mythical hero of old, it had to spring into existence ready-armed, and with more than childish strength. It has gratefully enjoyed much good report, and suffered nothing from a little bad.

Consolidation has been going on at a pace with which teachers have every reason to feel satisfied. Like other organic growths, it has been gradual and unspectacular, but real. Our members number 125, and though figures are an inadequate gauge of loyalty and enthusiasm, they are at least acceptable, especially to the Treasurer.

The spirit which actuates the Association was to some extent made manifest at Birmingham, where comradeship and co-operation were so pleasingly in evidence. Of the work that has been done little need be said, as its chronicle is already in *The Teacher*, but three items may be again named as deserving more than ordinary attention.

First we would mention the steps that have been taken in connection with the Mentally Defective Act (1913). The inception and carrying out of these were almost entirely due to our Vice-Chairman, and to her unflinching tact, patience and resourcefulness must be attributed their success.

The Association, too, had its honourable share in the work of the Teachers' Registration Council, of which Lady Campbell gives some account in our present issue. The formation of the Register means a long step towards the unassailable establishment of teaching as one of the recognised professions, and we would urge members to join without delay.

Thirdly, Mr. Deas's paper at the meeting of Museum Curators at Hull was of vital importance to the education of the Blind, and it was well that our Vice-Chairman was able both to represent us there and to bring the matter before the Association at its Annual Meeting.

The Association has studiously avoided propaganda of a critical or revolutionary nature. Its aim—the furtherance of the education of the Blind—can be better served by patient and persistent effort in the direction of progress, and by exposition and reiteration of sound educational doctrine, than by denunciation of abuses, or by

exploiting the rich ore of the comic which veins so plentifully the antique. If some members are impatient, and find this saying hard, let them ponder, as we ourselves have often had to do, the profound expediency of the Roman saw, *festine lente*.

Another year of work and service lies before us. We wish the Association and its individual members fresh inspirations and renewed strenuousness, so that the second year may surpass the first in progress and prosperity.

The Mental Deficiency Act.

By M. M. R. GARAWAY.

IN April, 1914, the Mental Deficiency Act will come into operation. Acts of Parliament are dry reading, but in as far as our work will be more or less affected by this one, a short summary of some of its main points may prove of interest.

The Authorities under the Act are numerous, and the working appears at first a little bewildering. At the head comes the Secretary of State, whose duties are to appoint Commissioners, to make regulations as to the working of the Act, and generally to see that the specified conditions are fulfilled. Under the Secretary of State comes the Board of Control, consisting of fifteen Commissioners, thirteen men and two women, of whom the Chairman is Sir Wm. Byrne. They have to visit, inspect and supervise Homes for defectives, and see that suitable provision is made in all cases. Next in order come the Local Authorities under the Act, the County and Borough Councils, who have each to appoint a Committee consisting of members of their Council and other persons of special knowledge, such as Poor Law Guardians, whose business it will be to find out those people in their districts who should come under the Act, and to make suitable provision for them. Lastly, when dealing with school children, come the Education Authorities; on them lies the responsibility of recommending to the Local authorities under the Act such children as they consider incapable of receiving further benefits in the schools in which they are, or who, even if they are receiving some benefit, are a detriment to others. The Education Authorities are bound by rules framed by the Board of Education, and that body also decides any doubtful cases.

There are four classes of people who will come under the Act: Idiots—persons unable to guard themselves against common physical dangers; Imbeciles—persons incapable of managing themselves or their affairs, yet not idiots; Feeble-minded persons—those who, though not imbeciles, are sufficiently defective to require supervision and control, and who appear permanently incapable of being educated in ordinary schools; lastly, Moral Imbeciles—persons with strong vicious or criminal tendencies.

We are chiefly interested in the third class, the others will rarely reach our schools. The feeble-minded child may be dealt with and removed to a special institution after becoming seven years of age, or if he is capable of deriving considerable benefit, without harm to others, from the teaching in a special school, and yet is not fit to

face the world and earn his own living, he, on becoming sixteen, may be removed and sent to a special institution. His case will then be reconsidered at the end of a year, and in the event of his being retained in the institution, reconsidered periodically every five years.

We, as an Association, have tried to safeguard certain points. We desired that mentally-deficient blind children should be included in the operation of the Act; and that when cases were under consideration, no decisions should be arrived at without giving full weight to the opinions of the Heads of the Schools from which the children were drawn. We therefore approached the Board of Education and respectfully urged them, when framing their rules, to make this latter point obligatory. The Board promised us to give the matter their due consideration.

We then asked the College of Teachers of the Blind and the Smith Training College to join with us in a deputation to the Secretary of State. They consented, and we were summoned, not before the Secretary of State himself, but before the Board of Control. We asked that special institutions should be established for the mentally-deficient Blind, where they could have suitable teaching, training and care; that such homes should be in the country; that children and adults should be separated, and that the former should be graded according to the degree of their mental deficiency. Our deputation was received sympathetically, and the consideration of our requests was promised us.

We have now but to await events; we hope we have not worked in vain, but time alone will show to what extent our efforts have been successful.

The Registration of Teachers.

By LADY CAMPBELL.

THE present Registration Council had its origin in a widely expressed desire on the part of the teachers of the country for the appointment of a Council representing the whole profession, to formulate, if possible, Conditions of Registration applicable to teachers of all grades and subjects. It is the outcome of efforts, extending over many years, to establish some standard that would be a guarantee of the qualifications and fitness of a teacher for his vocation.

The first suggestion for a Register of Teachers was made by the College of Preceptors in 1846, and the first Bill to authorise the formation of such a Register was brought before Parliament in 1869. After that time several Bills were introduced, but the one which marks a real beginning of legislation, and discussion that led to practical results, was that introduced in the House of Commons in 1890 by the Rt. Hon. A. H. Dyke Acland. In Mr. Acland's Bill great stress was laid on training and evidence of ability to teach, as qualifications for admission to the Register. It was not till 1902 that an Order in Council was issued constituting a Registration Authority; this Order provided for a Registration Council, consisting of six members nominated by the President of the Board of Education, and six elected

by different Associations of Teachers. On this Register Certificated Elementary Teachers were admitted without payment of a fee, under Column A, and Secondary Teachers in Public and Private Schools upon payment of a guinea, under Column B. The division caused great dissatisfaction, and for this and other reasons the register was cancelled in 1907, and the fee returned to applicants. At the same time, provision was made for a new Council to be formed, composed of representatives of the teaching profession. Many meetings of delegates from various Educational Associations were held to discuss the formation of a new Register, the most important being one convened at Clothworkers' Hall, and attended by representatives from 37 different Associations. It was unanimously resolved to promote the formation of a Registration Council, and a Scheme for its organization was submitted. In the original Scheme teachers of the Blind and Deaf were bracketed together, but finally a representative on the Council was granted to each.

The Order in Council, issued February 29th, 1912, was in the following terms, *viz* :—There shall be established a Registration Council representative of the teaching profession, consisting of 44 members, all of whom are teachers or persons recently engaged in teaching. "The Register shall contain the names and addresses of all registered teachers in alphabetical order in one column, together with the date of their registration, and such further statement as regards their attainments, training, and experience as the Council may from time to time determine that it is desirable to set forth." The members elected by the appointing bodies named in the Order were divided into four sections, drawn from the four main groups of teachers, *viz* :—University, Secondary, Elementary, and Specialist teachers. The last Section, known as the Technological Group, includes teachers of Technical Institutes, Training Colleges, Art, Music, Commerce, Physical, Manual, and Domestic Training, the Blind, and the Deaf. The Order in Council also provided that ten Committees should be appointed, each representing one of the above-mentioned forms of specialist teaching. The Associations nominating the Committee on the Blind were the "College of Teachers of the Blind" and the "Smith Training College," to which was added the "Association of Teachers of the Blind" after its organization.

The first meeting of the Council was held July 23rd, 1912, when the Rt. Hon. A. H. Dyke Acland was elected Chairman; he is known to workers among the Blind as the Educational Minister to whom we owe the Act of 1893, providing Elementary Education for the Blind and the Deaf. Mr. Frank Roscoe, of Birmingham, was selected from a number of candidates for the position of Secretary. The tact, ability, and knowledge of educational matters possessed by the Chairman and Secretary have helped greatly to harmonize divergent views, and secure united action. The Council had to determine what attainments, training, and experience would entitle a teacher to be registered. The framing of Conditions that would apply to all grades of teachers, from the Kindergarten to the University, and of all the Special

subjects included in the Technological Group, seemed to present, at first, insurmountable difficulties. But they have been overcome by the hearty co-operation of the different Sections of the Council, the desire to secure unity and solidarity in the profession, and the determination to raise the status of teachers by laying a foundation that would place teaching on a level with the other professions. There have been eleven meetings of the Council. Each Group has held meetings to consider the requirements applicable to its particular branch of teaching, and the ten Advisory Committees have had many discussions. As a result of all these deliberations, Conditions of Registration have been formulated which seem to meet with general approval; they will not be fully enforced until December 31st, 1918. The insistence upon training in teaching, as a preliminary to recognition, is one of the most important features of the Regulations. This will mean that in the future all registered teachers in Schools for the Blind will have had at least one year's training in the Principles and Methods of Teaching, as provided in the Courses of study for teachers in Sighted schools. Such a Course will be a great advantage, for there is a growing tendency to regard blind children as a class quite apart from their sighted brothers and sisters.

Your readers will be most interested to learn what qualifications will enable them to join the Register during the next five years. In order that existing teachers who lack the attainments and training prescribed by the Council may not be excluded, they can be registered until the end of 1918 under Alternative Conditions. The following is a brief summary of the qualifications necessary for those engaged in teaching the Blind: they must be 25 years of age, have had five years' experience in an Educational Institution accepted by the Registration Council, and must produce evidence satisfactory to the Council that the applicant has shown fitness for the teaching profession. The fee for registration is a single payment of one guinea. Forms of application and full particulars may be obtained of the Secretary, 2, Bloomsbury Square, London, W.C.

It is hoped that all qualified teachers will apply at once for registration. To some the question will naturally arise, "What is the use of registration in my particular case?" It will be a guarantee of efficiency that will lead employers more and more to consult the Register in filling future appointments. But above considerations of personal advantage is the feeling of self-respect and dignity that comes from being a member of a profession which will now have a recognized place in the community. The following quotation from Prof. John Adams deserves the careful consideration of all teachers:

"The teaching profession is on its trial. Its representatives, with a unanimity that has surprised the public, and indeed has surprised the teachers themselves, have produced a workable scheme which makes the new Register a reality. It remains to be seen whether the teachers of this country have professional spirit enough to make the Register a power. As things stand, the Register means just as much or as little as the teachers care to make of it. With a well-filled Register behind it, there is practically no limit to the influence that the Teachers' Registration Council may exert."

Correspondence.

The Editor, *The Teacher of the Blind*.

Dear Sir,—It was with much interest that I read Mr. Robinson's article in the December issue of *The Teacher*, and I think he would have been quite justified in heading it "Our Difficulties," for I am sure we all experience them more or less.

With regard to the first class of difficulty, I do not think we are so apt to think of our children as a "CLASS," for each child is so different from its companions, and indeed different from any who may have passed through our hands before, and each has to be dealt with in various ways, that the child remains always to us an "INDIVIDUAL." I am glad to say that I have never been in personal contact with teachers who "marvelled," but I think that a word of warning should be given to visitors, to whom I often whisper, "be sparing with your flattery." Many of them understand very little of what they see, and they fondly remark, "Isn't it marvellous!" and to the teacher and pupil both, the only marvellous part has been the large amount of time and energy that has been required and expended on the part of teacher and pupil in order to obtain the result. Such a remark only tends to make the inactive child self-satisfied, and the normal child to think that his work is good, and does not need much more energy spent upon it. Great was my annoyance when a child, and it has increased with years, to hear visitors fondly say, "When one door is closed another opens," "When God takes away one faculty, he sends other talents." I longed to say, as I do now, "When one sense is taken away, the others have to be developed and trained, and the fullest use of all the faculties discovered, so that the child may be as normal as he can be under the circumstances." Such statements as the children hear these visitors make are enough to cause them to live in hope that all will come right in the end, whereas they will have to strain every nerve, and bring all their powers into action, in order to meet with success.

With regard to the matter taught, let us not forget that all information which a child would receive through the eye is obtained by our children through the medium of the hand, therefore, do not hesitate to place models of the simplest every-day articles within reach, for a hand-examination is worth ten verbal descriptions. The importance of Braille cannot be over-estimated, for it is through that channel that our adults are able to keep up the love of literature, the seed of which has been sown in the school-room.

With regard to Method, an unbounded subject, no hard and fast rule can be laid down, owing to the various difficulties of the individuals, for the method that succeeds with one may fail entirely with another, Methods must be made which will most adequately appeal to the needs of each child to be taught.—Yours faithfully, F. BRAUTIGAM.

Review.

"THE SCHOOL MAGAZINE," published by The British and Foreign Blind Association, price 7d. monthly. The publishers have kindly allowed us to see an advance copy of this magazine, and we can strongly recommend it to our members. The contents of the first number include "England in the Long Ago," from *The Children's Encyclopædia*; "The Durian Fruit," by Alfred Russel Wallace; an extract from Borrow's "Lavengro"; and the first instalment of Oscar Browning's "Citizen." Teachers in Schools for the Blind have long felt the extreme limitations of reading matter for class use, and have long envied the ordinary school, with its boundless supply of varied texts. All such will welcome this new magazine, and will do well to order enough copies for class use. They will in this way increase the scope and variety of their pupils' reading—an increase which will bring with it a long attendant train of advantages to school education as a whole.

The first number is also being produced in letterpress, and we would wish to see this same excellent step taken with regard to all subsequent numbers.

The Braille Review.

A MONTHLY DEVOTED TO THE

:: INTERESTS OF THE BLIND. ::



VOL. XII.

FEBRUARY, 1914.

No. 2.

The Census Returns of the Blind in England and Wales.

By the EDITOR. ✓

VOLUME XI. of the Census of England and Wales, 1911, was published on January 19th, 1914. It is entitled "Infirmities," and contains information of a useful and interesting kind with regard to those who are totally blind, totally deaf, deaf and dumb, lunatic, imbecile, and feeble-minded.

First, we cannot but regret that those suffering from physical infirmities should be classed with those suffering from mental defects. They have nothing in common; indeed, they are separated wide as the poles.

It is our intention in this article to deal with the blind only.

It is unfortunate that the returns of 1911 cannot be compared with those of previous censuses. In those of 1851, 1861, 1871, 1881, 1891, and 1901, the term "blind" was undefined, so that the figures included those who were *totally* blind and those who, although not so, yet considered their vision so defective that they classed themselves as blind and returned themselves as such. The Census papers for 1911, however, required that only those persons should be classed as blind who were totally blind. It was doubtless the idea of the Registrar-General that the returns under this head "totally blind" would at least be reliable. Had we been consulted we could have convinced the Registrar-General that even such a definite term is open to various interpretations. We have frequently met people who have spoken of themselves as being totally blind when they could not distinguish objects or read a book, and yet possessed sufficient sight to find their way about, avoiding obstacles in doing so. On the other hand, we have met *many* who were to all intents and purposes totally blind, and yet, because they could dimly distinguish between a strong light and intense darkness, would not admit the fact that they were totally blind. It was surely intended that such should have been included in the Census of 1911 as totally blind. Inasmuch, then, as the term "totally blind" is not always interpreted in the same way, it would have been better not to have departed from the original term "blind"; for although we admit it is capable of a wider interpretation, the change made has completely barred accurate comparison between the last Census and the preceding ones.

Our conclusion is, therefore (and we have striking examples which prove this), that had the returns been made as on former occasions there would have been many more returned as "blind" than are to be found in the 1911 Census under the head "totally blind."

The number of "totally blind" persons, according to the 1911 Census, was 26,336, of whom 13,257 were males and 13,079 were females—that is, one person in every 1,370 was totally blind. Those returned in the Census of 1901 as being "blind" numbered 25,317; so that, ignoring for the time being the fact that there is a difference of terms, there is an increase of 1,019 blind persons in England and Wales. It is true that the proportion of blind persons to the whole population is decreasing, the number having steadily fallen from one in 979 (in 1851) to one in 1,370 (in 1911), yet the fact remains that the total blind population *is steadily increasing*. This, of course, is due to the increase of the total population during the last decade. The Census returns for each succeeding decade show how the total number of blind persons has grown. We give the increase as follows:—1861—1,046; 1871—2,238; 1881—1,242; 1891—635; 1901—1,850; 1911—1,019. Total increase, 8,030.

A table showing the proportion at various ages of blind persons to each million of the total population is given, and is very instructive. The proportion for *all ages* is 730; under five, 130 males, 112 females; from five to ten, 184 males, 146 females; from ten to fifteen, 250 males, 193 females; from fifteen to twenty, 296 males, 247 females; from twenty to twenty-five, 357 males, 285 females; from twenty-five to thirty-five, 417 males, 349 females; from thirty-five to forty-five, 715 males, 502 females; from forty-five to fifty-five, 1,203 males, 780 females; from fifty-five to sixty-five, 1,945 males, 1,605 females; from sixty-five to seventy-five, 3,864 males, 3,588 females; from seventy-five to eighty-five, 8,082 males, 8,149 females; and from eighty-five upwards, 17,109 males, 17,329 females.

Table III. gives the occupations of the blind aged ten and upward. The total number of blind male workers in 1911 was 4,388, as against 4,647 in 1901—a diminution of 259. We give a list of the occupations followed in 1911, with the number of persons practising them; the figures for 1901 follow each in brackets:—willow, cane, rush-workers, basket-makers, 875 (936); musicians, music-masters, singers, 438 (534); costermongers, hawkers, street-sellers, 287 (268); musical instrument makers, including tuners, 269 (208); brokers, agents, factors, 209 (179); mat-makers, 186 (157); grocers, tea, coffee and chocolate dealers, 160 (153); brush and broom makers, 156 (158); farmers, graziers, 126 (142); general labourers, 94 (123); clergymen, ministers, scripture readers, etc., 59 (66); boot and shoe makers, 59 (38); general shopkeepers, 59 (38); agricultural labourers, 45 (70); schoolmasters, teachers, professors, lecturers, 41 (47); coal and coke merchants and dealers, 41 (34); all other occupations, 1,284 (1,496).

The figures relating to occupations for women are slightly more encouraging. The total number employed in 1911 was 1,138, as against 1,029 in 1901—an increase of 109. Basket-makers and

willow, cane and rush-workers, 224 (184); hosiery manufacture, 138 (43); domestic servants, 88 (98); brush makers, 67 (66); musicians, teachers of music, singers, 63 (69); schoolmistresses, teachers, etc., 62 (53); fancy goods (textile), etc., 53 (101); brokers, agents, etc., 49 (33); costermongers, hawkers, etc., 41 (28); lodging-house keepers, 35 (12); all other occupations, 318 (342).

If any reliance can be placed on the above figures they provide much food for reflection. Can it be that the number of blind employed has decreased? The probable explanation is that the Census of 1911 excludes the partially-blind, who constitute a large percentage of the workers, and who were included in previous Censuses.

Retired or unoccupied men numbered 8,279 (7,836), made up as follows:—retired (not army or navy), 2,945 (1,793); pensioners, 339 (153); old age pensioners, 210; private means, 314 (604); others unoccupied (including scholars and students), 4,471 (5,286).

Retired or unoccupied women number 11,457 (10,655), made up as follows:—retired, 700 (505); pensioners, 75 (11); old age pensioners, 347; private means, 771 (1,103); others unoccupied (including scholars and students), 9,564 (9,036).

There were 432 persons returned as suffering from the combined infirmities of blindness and deafness.

The blind in the administrative County of London numbered 3,564, and we compute that Greater London contains 5,750 blind persons.

* * * *

The Brotherhood Movement and the Blind.

MANY readers of the *Braille Review* must be acquainted with the Brotherhood movement, which is one of the most active and potent auxiliary religious societies of the present day. Numbers of blind men and women have joined the movement, and regularly attend meetings on Sunday afternoons, and in some places the local Brotherhood arranges to send guides for those who wish to attend. The Brotherhoods and kindred societies have a membership exceeding 750,000, and the National Council of the movement, through various sub-committees, is now organising a great campaign for next winter, by which it is hoped to double the membership. It is proposed to hold meetings in every town and village in the country, and the greatest care is being exercised in organising the campaign. The Home Office has given permission for all prisons to be visited, and it is hoped that missions and direct appeals will bring the movement into contact with all classes of the community. Mr. William Ward, the Hon. General Secretary of the National Brotherhood Council, has had a special interview with Mr. H. C. Preece (the blind Travelling Secretary of the British and Foreign Blind Association), who is a frequent speaker at Brotherhood meetings, and has addressed some of the largest gatherings in London and the provinces. Mr. Ward is very anxious to get into contact with every blind person in the country, in order that special literature about the movement may be placed in their hands, and also because he is

strongly of the opinion that the Brotherhoods should take a special part in promoting the happiness and employment of the local blind. It may be added that the National Council has voted a sum of money towards the cost of embossing the Fellowship Hymn Book in Braille, and that it is proposed to issue and distribute special Braille literature for the blind. Mr. Ward has asked Mr. Preece, through the British and Foreign Blind Association, to prepare a special report for a sub-committee, indicating the best way of reaching the blind, and what steps the National Council and the different Brotherhoods can take to help the local blind in a practical way.

The editor gladly takes this opportunity to bring this important development before the readers of *The Braille Review*. Many Brotherhoods already take a keen interest in the blind. Several engage blind organists, and others, both at their meetings on Sunday afternoons and in their local publications, strongly advocate the employment of the local blind. Recently a blind man in London was taught boot and shoe mending, and now the members of the local Brotherhood keep him fully employed. The editor feels sure that many readers will appreciate the great possibilities for the welfare and employment of the blind which are opened up by the proposed action of the National Brotherhood Council, and he will be glad to receive any suggestions as soon as possible, so that an early and comprehensive report may be made.

* * * *

The International Conference.

THE fourth International Conference on the Blind is to take place at the Church House, Westminster, from the 18th to the 24th June next, both days inclusive, and every effort is being made to make it the largest and most important that has yet been held.

There are to be many attractive features, including an Exhibition of the Arts and Industries of the Blind; there will be concerts and dramatic and gymnastic displays by blind performers, and visitors will have an opportunity of watching blind persons engaged in various occupations.

We understand that through the kindness of the Foreign Office an official notification of the holding of this Conference is to be conveyed to the Governments of foreign countries.

Messrs. Thos. Cook & Son have been entrusted with the arrangement of travelling facilities for visitors, while an influential Hospitality Committee is arranging for their comfort and amusement during the Conference week.

It is hoped to attract many important visitors from abroad, and all those who decide to attend may feel sure of a cordial welcome.

The Hon. Secretary is Mr. Henry Stainsby, of the British and Foreign Blind Association, who will be glad to hear from intending visitors, and to supply any further information they may desire.

The Hon. Treasurer, Mr. P. M. Evans, Clothworkers' Hall, Mincing Lane, E.C., is issuing a letter inviting subscriptions in aid

of the general expenses of the Conference, which it is estimated will amount to about £1,000, and we have much pleasure in commending his appeal to the notice and generous consideration of our readers.

* * * *

The Care of the Blind in Bradford.

THE system of caring for the blind in Bradford, which is specially assisted by the City Council and by the Board of Guardians, may be stated as follows:

Blind children from five to sixteen years of age attend the Day School in Carlton Street, under the City Council Education Committee. Arrangements are now being made for a Residential School, where these children, numbering from 40 to 50, will reside, and receive proper training according to their special requirements.

On becoming sixteen years of age these young people are transferred from the School to the Royal Institution for the Blind, North Parade. They are placed in special classes, which are quite apart from the regular workshops, and are under the supervision of duly-qualified teachers. The classes are supported by the Bradford Education Committee, and are recognised by the Board of Education as Day Technical Classes under Chapter 3, Section 42, of their Regulations.

The Education Committee grants a Maintenance Scholarship for five years to each pupil who comes from the School for the Blind at sixteen years of age, viz. :—1st, £10; 2nd, £12; 3rd, 4th and 5th, £15.

At twenty-one years of age they are engaged at "piece-work," as regular employees of the Institution.

In dealing with the blind who lose their sight in adult life, the Bradford Board of Guardians have very generously assisted the Committee of the Royal Institution for the Blind in trying to solve this difficult problem. Two Residential Homes have been established—one for men and one for women. In the one for Men there are now 16 inmates; in the Women's Home, 12 inmates. This provision has been made for the maintenance and employment of blind persons who are unable to earn sufficient for their own support. The work carried on is, as far as possible, similar to that in the main Institution, and the workers have every facility in the way of training and oversight which will enable them to make the best possible use of such ability as they may possess. The management and administration is under the control of the Committee of the main Institution. Such productions as are found to be saleable are sold through the ordinary business channels, and the proceeds credited to the "Secondary Institutions." And in all other respects the Homes are carried on in harmony with the general character and purposes of the main Institution, but, as far as the workers and inmates are concerned, as entirely separate organisations. The Guardians make a grant per head for all cases sent by them, sufficient, after making allowance for the work produced, to defray the entire cost of maintenance and administration."

The men are trained in brush-making and wood-chopping. The women are taught needlework and chair-caning. Only a small percentage make sufficient progress to become self-supporting. When these are sufficiently trained they are transferred to the main Institution in North Parade as ordinary workers. By these extensions blind men and women who were endeavouring to gain a livelihood in the streets as hawkers, etc., or who were spending their days in the workhouse, have now much better provision made for them.

The Board of Guardians also give special consideration to cases of blindness where "outdoor relief" appears to be the best way of dealing with them. Adequate relief is given according to the needs of the case, and in some instances the *relief is paid through the Institution for the Blind*, because the blind people know their way to the Institution, and would have difficulty in attending at other places.

The Committee of the Institution for the Blind and the Board of Guardians have an understanding that no person shall receive relief from both Authorities. If a case is brought forward which the Institution cannot adequately relieve by a pension or in some other way, it is handed over to the Guardians for them to relieve entirely. This arrangement works well and is very much appreciated.

There is also an understanding with the police that blind persons shall not be allowed to beg in the streets of Bradford. They are given the option of entering the Homes above mentioned.

This system has worked exceedingly well for the blind persons concerned. It is certainly an excellent arrangement for the blind in a given area to be under the care of one Committee, and it is right that all deserving blind persons should be cared for. Of course such a system requires a largely-increased annual expenditure, and in this matter, when voluntary help is insufficient, the Municipality or the State should supply the need.

The following forms the concluding paragraph of the Report of H.M. Inspectors on the Day Training Classes at the Royal Institution for the Blind, Bradford, for the period ending 31st July, 1913 :—

"The internal administration of the Institution is generally very satisfactory. The governing body of the Institution, working in co-operation with the Local Education Authority and the Poor Law Guardians, are able to provide training, work, and residence if necessary, for every blind person over sixteen in the city and its surroundings. The allocation of some ten scholarships by the Education Committee, and the provision of two Homes by the Guardians, make it possible for the Institution, with their own excellent powers of management, to deal with the problem of blindness as successfully as is done in any area in the country."—M.P.

* * * *

WE have pleasure in announcing that Ethel Mary Thomas and Arthur Harris, both of the Swiss Cottage School for the Blind, London, N.W., successfully passed the Associateship Examination (piano) of Trinity College, London, at the examination held in January, 1914.

The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION

:: OF TEACHERS OF THE BLIND. ::

VOL. 2.

FEBRUARY 1st, 1914.

No. 2.

Editorial.

IT is nearly six months since Bristol Institution attracted the notice of teachers by its advertisement for a headmaster. The particular point of interest lay in the fact that the advertisement asked for no qualifications, but stipulated that applicants should belong to the Church of England.

The same post is again advertised. Applicants must belong to the Church of England, but this time they must be certificated. Between the two notices there stretches a sequence of events which do not greatly enhance the reputation of the Bristol management. That, however, is its own affair, but what concerns us as an Association is this regrettable recrudescence of denominational tests. The particular sect to which we as individual teachers may belong should have nothing to do with our attitude in the matter. We apply for a post on the strength of our qualifications as teachers ; *i.e.*, our academic attainments, our training and experience, and our good character, and we resent intrusion into our religious beliefs or our political colour. These things belongs to private, and not to professional life. It may be that where Church money has provided the school some show of reason may be brought for the supervision of its proceedings by the accredited ecclesiastic, and where private individuals endow and maintain a school it can be argued that they have the right to claim any qualification they choose in their servants, but is this so in Bristol ? It would seem to be extremely doubtful, and if no trust deed is departed from in such appointment, this repeated attempt to drag a public institution at the heel of one religious body is an act of gross disservice to the teaching profession.

It is indefensible in principle ; it is also of practical and vital moment to teachers of the blind. Freedom of opportunity is already scant enough in our walk of life, and if other Committees are foolish enough to imitate Bristol, and make of their institutions denominational preserves, the blind world will sigh in vain for the teachers whom it needs.

Correspondence.

The Editor, *The Teacher of the Blind.*

Sir,—Among the many practical ideas offered by Mr. Sydney Robinson in his article entitled “Some Difficulties and a Few Suggestions,” published in your December issue, none, I think, is more practical, *i.e.*, more capable of immediate and direct application, than that of the value of a knowledge and love of literature to the blind. In these days, when each forward step in education is clogged by the need for a new and expensive equipment, it is wise as well as pleasant to welcome and make the most of an idea, the application of which is limited only by the pupil’s capacity and the teacher’s skill, the single essential condition being free access to that literature which is the sure inheritance of all who can read the English language.

Mr. Robinson has pointed out that the sighted child does much to educate himself by observation, and it is mainly as a substitute for this faculty that literature may come to the aid of the blind, by creating and stimulating in him a sense of all that is beautiful and dramatic in human intercourse, and by furnishing him with that master-key to individual character, a recognition of type. The study of literature may affect the student in two exactly opposite ways, and the manner in which it affects him is determined largely by the spirit in which the study is undertaken. It may so absorb his imagination and abstract his attention as to render him indifferent to the world about him, and impervious to all that is most significant and enjoyable in common life. Or it may so quicken his perception and kindle his appreciation that common life becomes for him a wonderful thing, purged of all dulness and monotony, full of humour, interest and variety, a book to which all other books are merely the index. We do not wish to encourage the book-worm in his burrowing, we wish the taste for literature to bring with it a taste for life, a closer kinship with nature, a wider sympathy with men. And the only way of accomplishing this is by taking care that what the child knows he shall know vividly and intimately, that the people about whom he reads shall be to him real men and women, whom he may meet and recognise any day in the tramcar or the workshop. Guided by associations which have become part of his being, he will reach out and grasp the essence of their personality. He will hear Gratiano talking “an infinite deal of nothing”; he will listen to the yarns of the boaster and, smiling, remember Falstaff. In the middle of a dull sermon he may recall Pepys—“I went to church and heard a simple Scot preach most tediously,” and the influence of that naïve and buoyant spirit will dispel his ennui. He will detect and venerate Don Quixote under a hundred disguises; and will taste with Lamb’s zest the joy of rare and simple pleasures. But he will probably find his most unfailing ally in Charles Dickens, who has delineated so forcibly and sympathetically our prevailing national types. Dickens educated himself in the street, and the blind may safely trust his observation, while studying to enjoy in his genial spirit every scrap

of passing comedy, every shrewd, or quaint, or kindly word. The student may encounter at any turn Mrs. Jelliby, the Rouncewell family, Mr. Lorry or Gabriel Varden, Herbert Pocket or Sissy Jupe, with a score of others, but only in Dickens' deep, human insight will he find the talisman that can reveal their identity.

I think it would be an excellent thing if the elder scholars in our blind institutions could be taken frequently to the theatre, where they would learn under the best auspices to grasp a situation involving several persons and many implied circumstances, and to detect the approach of a crisis indicated, perhaps, only by a few hints in the dialogue, or an inflexion of the actor's voice.

Many methods will, however, suggest themselves to the teacher who is determined that devotion to literature shall not foster insensibility, or serve as a selfish refuge from a difficult and responsible life, but that it shall rather help to transform that life and be a fertile source of wisdom, pleasure and strength. Only the teacher who has himself so assimilated and used his knowledge can hope to secure success in this undertaking.—Yours truly, K.C.

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Museums and the Blind. ✓

WE have much satisfaction in reprinting the following from *The Scotsman* of 16th January: "The first of a series of visits to the Museum by pupils of the Royal Asylum and School for the Blind took place yesterday. These visits have been arranged in connection with the school authorities to provide the scholars with facilities for the examination of museum specimens under conditions which should place them as nearly as possible on a level with seeing visitors. Sixteen of the advanced pupils were present with their teacher, and the lively interest which the young people displayed in the objects set out on tables for their examination, and their evident satisfaction at having "seen" so many things, to use their own word, afforded the best evidence of the usefulness of this scheme. The specimens selected for this visit were taken largely from the Natural History collections. These ranged in size from an antlered red deer to a tiny mouse, and also included a number of birds and fishes. As their deft little fingers ran over and "saw" every part of a creature the question was frequently asked: "And were these all alive once?" The fact that they were handling actual things and not mere models seemed to greatly increase their interest in them. On the centre table a number of specimens of "money" employed by the savage peoples were laid out—Cowrie shells, brass rods, knife money, and many other forms of currency in use among peoples where the Government mint is an unknown institution. On a side table several busts of Roman Emperors were placed alongside others from African tribes, so that the pupils were enabled to establish a comparison between the features of Julius Cæsar and a negro type from Benin. The present is an effort to bring the Blind literally into touch with certain classes of museum

specimens, and so to enable them to form a correct conception of the actual forms, dimensions, textures, etc., of the animals and things with which they have become acquainted by reading or by the hearing of the ear. The impossibility of the Blind forming a correct idea from models of varying dimensions and textures or from verbal descriptions must be at evident, and was expressed emphatically by one of the young ladies of the class yesterday, who exclaimed, while examining the specimens, "I never had any idea what these things were like before." It is expected that the plan adopted in the Royal Scottish Museum will open the way to specific teaching, both of an elementary and advanced character. A special feature in this connection will be the labelling. The specimens were yesterday accompanied by full descriptive labels, which, prepared by the Museum, had been "brailled," so that the pupils could read them easily with their fingers. Thus all the material was present for a close and connected study which could be carried on independently by the pupil in front of the specimen. The "brailing" of the labels was done at the Institution at Craigmillar Park.

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Notes.

IN a famous chapter of *Marius*, Walter Pater expounds the importance of reserves, of omissions, of unwearied chiselling in the formation of a worthy style, but there is a reticence of fact no less than of language which may result in quite as piquant a production. It is this reticence which constitutes the main charm of the chapter which deals with the blind in the Annual Medical Report of the Board of Education. Unless one have a fair knowledge of language, the beauty of restraint in style goes unperceived, and unless one have a fair knowledge of the blind world, the eloquence of the silences in the Annual Report passes unheard. Like the women who were grinding at the mill, one Institution is taken and the other left. One School has the favour of honourable mention, and the other has its grinding unsung. The larger part of the section, however, is devoted to a helpful account of the education of the partially-blind as it stood in the year 1912, and all teachers would do well to study these paragraphs carefully. Constant reference is made to Dr. Harman, who has been to a great extent the pioneer and the driving force of this new branch of specialised training, and it is matter for congratulation that we were able to publish a full account of his views in our issue of last September. The subject is one which will continue to present difficulties and perplexities for some time to come, and it would be well if our teachers bestirred themselves in the contributing of ideas which would make for a sound and stable settlement.

The Report has an instructive and finely-illustrated chapter on Open-Air Schools, an unusually large and useful section on physical training and, for those interested in social service, some valuable information on juvenile employment and its effects.

THE Scotch Education Department has intimated that, after examining the work of Miss Nellie Simpson, Miss Grace Anderson and Miss Winifred Crubb, three pupils of the Royal Blind Asylum and School, West Craignillar, it is prepared to recognise their attainments as being equivalent to the Intermediate Leaving Certificate, and approval has also been given of the course of training which has been drawn up for them as junior students. Bursaries have been awarded to them respectively by the Linlithgowshire Secondary Education Committee, the Edinburgh Secondary Education Committee, and the Dundee Secondary Education Committee. In two years' time it is hoped they will be admitted to one of the Training Colleges as students in full training.

* * * *

THE Council of the British and Foreign Blind Association have decided to withdraw Hamblin Smith's Arithmetic from their catalogue and to substitute for it another which will be up-to-date, and more suitable for the blind. Before deciding what the new book shall be, the Council will be grateful for the advice of teachers of the blind. Several have already given valuable hints such as (*a*) that the book should be concise, (*b*) that the examples given in it should be short and should not exceed the limits of the Taylor arithmetic slate, and (*c*) that it should specially treat on mental arithmetic, as blind persons are compelled to resort largely to this method of making calculations. One has suggested that a book should be specially written for the use of the blind, but the Council feel that this would impose much work on the person or persons compiling it and would seriously delay publication. Moreover, there would be no corresponding ink-print edition. They are anxious rather to ascertain whether teachers can recommend any book which fulfils the conditions just enumerated. Will teachers who can assist by their advice kindly communicate with the Secretary-General, British and Foreign Blind Association, 206, Great Portland Street, London, W.?

* * * *

WE have received from Mr. Lister S. Smith a copy of the Magazine issued by the School for the Blind and Deaf at the Mount. We congratulate the school on such a wide-awake and enterprising production—an outward and visible sign of the life and energy which is being put into the work at Stoke.

* * * *

MEMBERS are reminded that the Annual Meeting is to be held in London on Saturday, 20th June. It will be remembered that at the Birmingham meeting this date was chosen in order to suit those attending the Triennial Conference and, in view of the small number of teachers at previous conferences, to provide some additional inducement to them to be present during that week.

The Teacher of the Blind.

It is sincerely hoped that, in spite of the inconvenient date, many will do their utmost to attend. Conference begins on Thursday, 18th, and continues into the next week. As the papers on Elementary Education are to be discussed on Monday, 22nd, teachers who cannot manage full attendance should try for a week-end, and include the meetings of Saturday and Monday.

In any case, let all members note the dates and make early provision for surmounting obstacles, and so make our second Annual Meeting as great a success as the first.

* * * *

THE COLLEGE OF TEACHERS OF THE BLIND. EXAMINATION, 1914.—The next examination of the College will be held at the Royal Birmingham Institution for the Blind, on Tuesday, Wednesday and Thursday, 26th, 27th and 28th May, 1914. Copies of the Syllabus and Regulations can now be obtained from the Hon. Registrar, 206, Great Portland Street, W. Applications for examination should be sent in on or before the 25th March.

* * * *

HOLIDAY COURSE.—Arrangements have been made to hold a Holiday Course of Lectures at Henshaw's Blind Asylum, Manchester, on 14th, 15th and 16th April, 1914. Full particulars can be obtained from the Chairman and Secretary of the Holiday Course Committee, Mr. W. Hy. Illingworth, F.C.T.B., Henshaw's Blind Asylum.

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College of Teachers of the Blind.

HISTORICAL ESSAY COMPETITION.

1. In order to encourage research in the History of the Education of the Blind, the College desires to offer a Medal for the best original Essay on the following subject :—"The History of the Education of the Blind prior to 1830."

2. The Competition is open to all.

3. Essays must not exceed 5,000 words in length, and should be typewritten on one side of the paper only.

4. Essays must not bear the name of the Competitor, but should be distinguished by a nom-de-plume or motto. A closed envelope containing the name and address of the Competitor and the nom-de-plume or motto should be forwarded with each Essay.

5. Essays should be in the hands of the Hon. Registrar of the College, care of The British and Foreign Blind Association, 206, Great Portland Street, London, W., not later than 31st March, 1914.

6. Essays will become the property of the College.

7. The College reserves the right to withhold the prize, should no essay be, in its opinion, of sufficient merit.

The Braille Review.

A MONTHLY DEVOTED TO THE
:: INTERESTS OF THE BLIND. ::

VOL. XII.

MARCH, 1914.

No. 3.

The Census Returns of the Blind in Scotland.

By W. M. STONE.

FULL particulars about the Blind in Scotland are given in Volume III. of the Scottish Census Report. Unfortunately, as was the case with the English Returns, they apply only to the totally blind, and their usefulness for the purpose of comparison and for other purposes is considerably diminished.

There were in 1911, according to the Report, 3,317 totally blind persons in Scotland, and of these 1,638 were males and 1,679 females. In 1901 the number of blind people was given as 3,253, the number of males being 1,666 and that of females 1,587. These figures show a decrease in the number of males of 28, and an increase of 92 in the number of females, being over all an increase of 64. If in 1901 others than those totally blind were enumerated, and if in 1911 only those totally blind were included, the increase of blindness, as blindness is generally understood, must be much greater than these figures show. There is reason to believe that the instruction at neither Census was faithfully observed. Apparently, congenital blindness is diminishing, and this is a matter for congratulation. In 1901 the number of the congenitally blind was 492 (or 15·1 per cent.); in 1911 it was only 181 (or 5·5 per cent.); 63 persons were returned in 1911 as being deaf as well as blind, and 12 as also being dumb; there were also 40 enumerated as lunatic, and 26 as imbecile. The last set of figures must be taken with a great deal of reservation, as parents have the greatest reluctance in admitting mental defects in their children. Of those who were blind and deaf and dumb, four only were of school age, and there was the same number of children who were lunatic or imbecile. Of the total number of blind persons 116 males and 129 females were under 15 years of age. The frequency of blindness was 1 in 1,435 (or 70 per 1,000) of the population, and this compares favourably with the English Returns of 1 in 1,370. High rates of frequency were found to exist in Ross and Cromarty (1·7 per 1,000), Sutherland (1·4 per 1,000), Shetland (1·27 per 1,000), Inverness (1·14 per 1,000), and low rates in the counties of Selkirk (·41 per 1,000), Nairn (·44 per 1,000), and Edinburgh (·45 per 1,000).

From tables given it is shown that the relative frequency increases with age increase, and the interesting fact is brought out that whereas the number of the deaf increases as age increases more rapidly than the blind up to the age of 54, after that age matters are reversed. Thus, between the ages of 45 and 54 the frequency of blindness is

1'106 per 1,000, and that of deafness 1'335; between the ages of 55 and 64 for the blind the frequency is 1'619 per 1,000, and for the deaf 1'284, and in the next decade the figures are 3'13 for blindness and 1'616 for deafness.

Of the 3,317 totally-blind persons 113 were born in England, 1 in Wales, and 253 in Ireland; 40 were colonials or foreigners.

The table of occupations is of considerable value, and for totally-blind persons displays a remarkable variety of work. 725 males were engaged as follows:—Willow, cane, rush-workers and basket-makers, 93; brush and broom-makers, hair and bristle workers, 20; upholsterers, 59; cabinet-makers, joiners and other workers in wood, 32; piano and organ makers and piano-tuners, 25; musicians, 66; clergymen, 8; crofters, 24; rope, wire and cord makers, 10; costermongers, hawkers and street sellers, 40; grocers, tea and coffee and cocoa dealers, 19; coal and coke merchants, 8; connected with agriculture, 24; brokers, agents and factors, 10; commercial or business clerks, 9; literary men, 2; schoolmasters, teachers and professors, 2; general labourers, 17; timber, wood, cork, bark merchants, 5; Wire drawers, 4; workers below ground, 14; workers in iron and steel, 28; scientific instrument makers, 3; wool, flax and hemp manufacturers, 5; drapers, 5; tailors, 4; hospital, institution and benevolent society service, 13; fishermen, 4. Other occupations in which one or two were engaged are military service, medicine, seamen, telegraph and telephone, shipwrights, plasterers, manufacturing chemists, wig makers.

Women were occupied as follows:—teachers and lecturers, 13; upholsterers, 25; hosiery manufacture, 66; shirt makers and sempstresses, 17; canvas, sailcloth and net-makers, 7; costermongers and hawkers, 6; newspaper agents, 6; basket-makers, 6; brush-makers, 4; agriculture, 4; charwomen and cleaners, 4; wool, flax and hemp manufacturers, 10; dress-makers, 3; lodging-house keepers, 6. Altogether 230 women were employed.

The percentage of men employed to the total of male blind is 44. that of women, 14. The English Returns show percentages of respectively 33 and 9. There would therefore seem to be relatively more employment for the Blind in Scotland than in England.

Retired from business there were 233 men and 33 women. Pensioners, 20 men and 5 women; old age pensioners, 18 men and 69 women. Private means: 28 men and 96 women. Students and scholars: 16 men and 9 women. Unoccupied: (including children under 10), 570 males and 1,197 females.

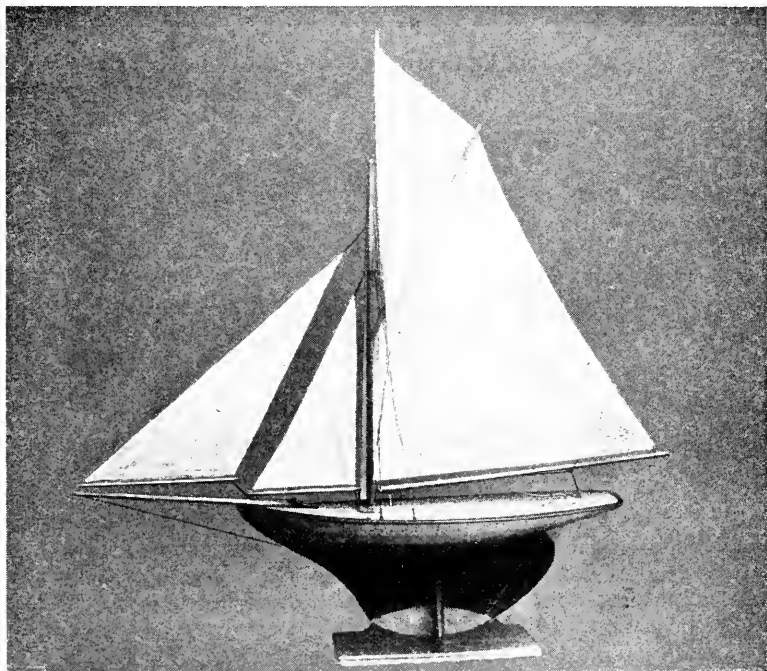
In the 4 cities (Edinburgh, Glasgow, Dundee and Aberdeen), the total blind numbered respectively, 241, 705, 171, and 133.

Sidney Mitchley, Blind Model Yacht Builder.

IN looking at the illustration, who would not suppose that it was the work of a "sighted" man? That, however, would be a mistake. With the exception of the sewing of the sails, the whole was designed, built, rigged, varnished, and finished off by a man totally blind. Nor is this the only example of his work. A

whole fleet of model yachts sail upon the waters of many a pond and stream, all of which are the handiwork of the same skilful and plucky craftsman.

Model yacht building is, however, merely one of Sidney Mitchley's hobbies. By profession he is a Pianoforte Tuner, and he allows no hobby to interfere with the first duty he owes to himself and others, viz., that of earning a living and thus rendering himself independent. Only in his spare time does he build yachts, make picture frames, compose music, and otherwise exercise his undoubted genius.



Photographed for this Magazine, free of charge, by May Bone,
Art Photographer, Hunstanton.

Ten years ago Sidney Mitchley was a "sighted" man. At the age of seventeen—the result of an accident—he became totally blind. Who shall say he is otherwise than a "sighted" man still, more "sighted" than many a man that sees? Both as regards skill and understanding, he is reckoned, by those who know him, as one of the most "far-seeing" of men. In nothing is the latter more apparent than in the fact that he abhors anything in the nature of self-advertisement. It was only after modesty had been overcome and hesitation dismissed that the writer obtained his reluctant consent to the publication of any details of his career. However, it was pointed out that his success might inspire and encourage others, and so the necessary permission was secured.

Born in London 27 years ago, Sidney Mitchley was, at an early age, left to the upbringing of an aunt. After the usual routine of an elementary school he became apprenticed to a carpenter and joiner. It happened that on three successive Fridays he met with accidents. He seriously injured a thumb, he was accidentally pushed through a skylight and, on the last Friday, he injured an eye with a chisel. On a subsequent Friday—the blackest of Fridays—the sight of the other eye having been affected, an operation was performed. This unfortunately proved unsuccessful and he found himself blind. On his return from the hospital, friends and companions rallied round him and showed him much good-natured sympathy. In the nature of things, however, generosity of that kind comes to an end and eventually, to use his own expression, he found himself “fairly on the rocks.” It was then, at the crisis, that Providence came to his aid. A stranger, a man with the love of God in his heart, asked him to his house. “He gave me a splendid feed and then he talked,” such is the simple record of a deed done to—in his forlorn circumstances at any rate—“one of the least of these My brethren.” His friend—no longer a stranger—told him that he had written to every Blind School in England, and thought he had found the one most suitable. “I want you to go to-morrow,” he said. “But what about clothes, and besides, I have no money.” “As to that,” replied his friend, producing, I won’t say how much, “Here is enough for a brand new suit and the fare to London, and a bit for your own pocket.” Never was a kinder action done, and never was there a better investment. After three years at the Royal Normal College for the Blind at Norwood, Sidney Mitchley came back home, “educated,” literally “led out” of the slough of hopelessness into the brightness of an enterprising life. No wonder that he speaks highly of his friend, and highly of his school. Of the former he speaks deeply too, even from the bottom of his heart.

Little remains to be said of his career, except that he lives a quiet, modest, useful life, doing his duty, much the same as any ordinary citizen, in that station and in that condition to which it has pleased God to call him.

One thing Sidney Mitchley greatly dislikes. That is to hear himself spoken of as “A paw blind man.” He is not “paw,” neither in the best sense is he “blind.” “Blind people,” he says, “don’t want pity, they like consideration and reasonable sympathy, but they do not like being treated as if they were ‘out of the running.’”

In *Who’s Who* the recreations of the celebrated are recorded. Sidney Mitchley has no ambition to become celebrated. His recreations are, however, of some interest, as showing that a blind man is not, as he says, “out of it.” Reading such authors as Browning, Louis Stevenson, Dickens, and others; taking long country walks, enjoying the sunshine and the breezes: working at all kinds of carpentry, playing upon the piano; and above all, making model yachts with many “cute” contrivances. These form a list, second to none that a “sighted” man might well be proud of.

Sidney Mitchley is, too, quite a cheerful person. He makes fun of mistakes which, with “sighted” people, might call forth unparlia-

mentary expressions. "Relieve the dulness of your article with a little humour," are his instructions to the writer. "Tell them how I apologised to an overhanging sunflower, which I happened to bob up against, thinking I had collided with a lady's cartwheel hat." How he put a kettle on the fire with its spout the wrong way so that it was melted off, and the scolding that followed; how he stamped his letters with gummed paper and threw away the stamps; how he jumped out of bed to catch sight of an aeroplane, forgetting for a moment that he was blind; such little incidents as these, which to read of may well cause a "gulp" of commiseration, he only laughs at.

Some people may ask, "But what is his religion?" He is a Churchman—that is sufficient. His religion is his life.

And lastly, the object of this record is not to excite pity for one or for all "afflicted with blindness," but rather to encourage and to "gird with gladness" all and any who are called, by "the gift of blindness," to the splendid enterprise of "overcoming."

A.A.T.

"An Old Maid's Apology."

[The following was awarded the prize in the January *Progress* Competition and is the work of a blind lady, Miss E. Bull. A reader of *Progress*, who is a connoisseur in these matters, has suggested that it would be useful for the purposes of recitation, and has recommended that it should be printed.—EDITOR.]

SIXTY-FIVE years to-day, Tommy, and what have I got to show for them? What is there to justify my existence as a human being that you as a cat cannot bring forward? When the sun is warm we bask in it, when it is too hot we creep into the shade; in the winter we both enjoy the fire, and seldom leave it, except to give ourselves an airing so that we may enjoy our fire the more. It's true I love more things than you; the flowers, for instance, I love every flower in this little garden, from the first aconite and snowdrop to the last chrysanthemum. What then? it is all to gratify my own pleasure.

But need we justify ourselves, Tommy? We did not call ourselves forth;—and if I had had a husband and children I hope and believe I should have lavished on them the affection which I now bestow upon you, my cat, and these flowers. I don't think it was my fault that I did not get married—ah! the many happy hours I've spent dreaming of an ideal lover, and when I got older, of an excellent husband, and of children—such children—so different from those of my sisters and brothers. Was it my fault that nobody fell in love with me, and that I never found a live man to fall in love with? Then, when I got quite too old for romance, I turned my attention to thought, and read light books on science, history, travel and so forth. But my wisdom has been as barren as my dreams; I enjoyed reading them—that was all. My strenuous friend, Fanny Brooker, says I ought to take a slum child, Ah, Tommy, how many years have we kept company together? Six: and it's eight years since my father died—there could have been no talk of slum children while he lived.

The seven years between mother's death and his were the hardest in my life ; I suppose even Fanny would admit that I did something in those years. But seven from sixty-five leaves fifty-eight. There is one difference between you and me, Tommy—when you drop off you will leave one sore heart behind you, unless you are unlucky enough to outlive me. True, this garden gives a certain amount of pleasure to others besides you and me. Fanny, for instance, enjoys the quiet when she comes down here for a much-needed rest. But then, as she once pointed out when urging me to a more strenuous life, she could get that in any farm-house where they take in paying guests. After all, has Fanny anything better than this garden to show for all her toil and moil ? Well, let's try not to be conceited, if we can't be useful ! No doubt Fanny widens out many narrow lives, and does good in many ways that a pair of good-for-nothings like you and me know nothing of. Let us own up at once, that you never caught a mouse in your life, and that, as far I can see, my life has been without effect of any kind.

Well, what then ? we don't seem to have done any harm, if we haven't done any good. And perhaps as this world can be such a goodly place to live in, some people's lives are left free to enjoy it. It would be a sad business if we all wrote books which nobody had time to read.

“ Go teach the orphan boy to read,
And teach the orphan girl to sew : ”

I think I hear Fanny quoting. Yes, but schools have come up since that was written. We pay our taxes nowadays, instead of giving away our money in charity, or at most subscribe to some organised fund. It is to be hoped that the work is done more thoroughly.

Well, Tommy, this sort of thing is well enough on a glorious day like this ; but sixty-five means, perhaps, a long and burdensome old age, and a lingering, lonely death. However, as we have enjoyed so much of the sunshine, we must take what remains of the shadow without grumbling. Not but what there have always been clouds about. When I was a girl it seemed as though life was all trials and disappointments ; but clouds change and melt away, and the sun is still shining. When I was younger, life seemed full of great pleasures and great vexations ; nowadays I don't seem to find either. The days flow by pleasantly, but with no great excitements. Death sometimes comes on peacefully, too—

“ Age is a time of peace,
So it be free from pain.”

And what afterwards ? Shall I find one of those ideal lovers, and those children too good for this world, or shall I have to face the hardships that, somehow, never came my way here ? We don't know.

But surely all workers and no players would make a dull world, so perhaps we have our place in the scheme of things after all. Tommy, that's the church clock striking four, so if you have rolled and stretched enough to wake yourself up after your long sleep, we will go indoors and look for a cup of tea and some milk.

The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION
:: OF TEACHERS OF THE BLIND. ::

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Editorial.

THE Herefordshire dispute has been watched with interest by all teachers, and its settlement cannot fail to please. In spite of the growing incredulity of the public towards protestations which deal in death and ditches, the Committee's collapse was unexpectedly sudden. Even apart from the result, teachers will be glad that the quarrel is ended. A strike is, at best, a clumsy and inefficient instrument of progress, and its atmosphere of ebullient contention suits badly with that of the harmony and joy in which alone true education can advance. Teachers are human, however, and humanity, in these degenerate days, demands a living wage. To some of the public-spirited Committee men of Hereford it seems a pity that this should be so. What grief to them that their teachers cannot dine on thoughts of Pestalozzi, and sup on quotations from Spencer! What content to them if their teachers could only be brought to consider their cost to the community, for the lower the education rate the greater their satisfaction! It would appear, in fact, that the yeomen of England are more successful in picturesque ballad than in the administration of education, and the wide occurrence of such autocratic coteries renders parochial what, in many aspects, should be national. The present erratic variations in salaries prevent wholesome interchange and consequent broadening of outlook and method. Variations should depend on qualifications and experience, and not on managerial whims and fancies. Two ways to a better state of things are open. The first is the long approach through the unwearied efforts of the N. U. T. and the slow enlightenment of Councils. It is a sure road, but on it there can be no hurrying. "I told Amar Sing," says Sir Martin Conway, "that if he sat down upon the glacier it would carry him to the valley in twenty years," and compared with the percolation of new ideas and new standards to rural areas the glacier moves with meteoric speed. Life is short, and one is tempted to cast furtive glances up the shorter path. This is the way of State action, the establishment of a Civil Service in education, wherein every teacher shall be paid according to a scale fixed at Whitehall. This would vary according to local cost of living, professional standing, length of service and so forth. The local Boards and Authorities could still make what appointments they required and would, of course, retain the privilege of paying. Even to teachers such a scale might in time become a tyranny, but many would accord it, at present, an enthusiastic welcome.

Another item of interest to teachers during the early part of February was the storm which has raged in a Derbyshire village because the schoolmistress taught her senior girls some of the facts of sexual life. Protest meetings were held, denunciations came as thick as Autumn leaves in Vallombrosa, and the lady's resignation was demanded. The incident is of importance, not because of the foolishness of the villagers, but because of the gravity of the problem raised. In residential schools, in particular, where the teacher has more of the responsibilities of the parent than in a day school, the subject must always come with disquieting voice. More and more, educationists are recognising that the hitherto unbroken "conspiracy of silence" inflicts incalculable injury on its victims. As theorists teachers admit this, but as practical people they would fain be excused from work which demands such tact, discretion, and moral stature. One fact the good folk of Dronfield overlooked, and that is, that no teacher would ever take up the task unless under the compelling power of a high and unselfish resolve. Conscience must first have been aroused by the appeal of helplessness and ignorance, and the pure desire to keep young lives unspotted from the world must first have banished cowardice and conquered self-distrust.

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The Partially Sighted in Schools for the Blind.

BY B. D. LLOYD AND J. M. RITCHIE.

THE education of myopes in special classes is mainly a question of curriculum and apparatus, but in schools for the blind the occurrence of the partially sighted involves in addition the adaptation of organisation to meet the new needs. What is the most efficient mode of such adaptation? How can the education of the totally blind be least disturbed and most benefited? To what extent should the class work of the two be distinct? Dr. Harman would cut the knot of such enquiries by excluding the partially sighted from schools for the blind, but while they remain, and this will probably be for some time to come, a more constructive answer must be sought.

Let us restate the problem more fully. An average residential school with eighty to one hundred pupils will have twenty to twenty-five who are capable of reading heavy type and of writing a large hand. These children will vary within the total range of school ages, and so will constitute as big a problem in grading as the school itself. Lack of staff and of accommodation will preclude the idea of developing a school within a school. Such partition would also be to some extent unnecessary, for there is much of the class work at which the two may be taught together. The specialisation of training is largely confined to reading and writing. If a child has sufficient visual acuity to read moderately small type without risk of strain there is no reason why he should be confined to the more cumbersome medium of Braille, but at the same time there seems to be no hardship nor handicap, as far as school life goes, in making him join in all the other work of the blind class. This position points naturally to the suggestion that the school should be graded

throughout as one, and that the ordinary reading and writing be taught to the one or two fit for it in each class during the periods set apart for work in Braille. Though this method sounds reasonable it will be found, especially in the earlier stages, to present many and serious difficulties. A large multiplication of apparatus would be required, and some of the classes have blind teachers. More serious still, time-tables are not composed, as formerly, of mutually exclusive compartments, and the spirit of unity and homogeneity in the class would be endangered. It would not be creditable to argue that these obstacles are of themselves insuperable, but they are reinforced by the conviction that our aim can be satisfactorily reached by smaller measures. When interest and desires are strong, attainment becomes surprisingly easy. Partially-sighted children are almost invariably anxious to learn ordinary letterpress, and a few hours a week, extended over a couple of years, is sufficient for the purpose. It is not attempted to make their work equal to that of an ordinary student; their reading and writing will always be more or less laboured. There are limitations put to their facility by physical disability, and beyond this it will be idle to strive. The power to read and write is to help them to move more easily through the world, not to make them omnivorous devourers of print.

We have found that this result can be secured by having one class for partially sighted, meeting four days a week for one hour, and drawn from Classes II., III. and IV. of the School. Class I. is our top class, and by the time the partially-sighted pupil reaches it he has passed beyond the need of regular formal instruction, and can use paper and pencil in the composition exercises, history notes, etc., for which his companions use Braille. Throughout the younger half of the school (Classes V.—VIII.) no departure is made from the ordinary course. All the children are taught Braille, at which the partially-sighted pupils are not allowed to use their eyes.

Before he joins the special class each pupil is examined by our ophthalmic surgeon, and periodical re-examination is, of course, necessary.

As has been said above, the specialisation of training is largely confined to reading and writing, but it is obvious that to a pupil endowed with the necessary amount of sight the teaching of arithmetic by paper and pencil is a more satisfactory process than by the Taylor frame, and that a short time given to this is by no means badly spent.

For reading purposes the size of type known as "English" is found to be most suitable, for it combines the two essentials—adequate size and adequate heaviness or blackness. The latter property is of especial value, for it is often found that a pupil can read a small black print better than a more lightly struck large one. Unfortunately, school books printed in this type are, more often than not, of a very simple nature, and some difficulty is experienced in getting one whose subject matter is in keeping with the age and attainments of the pupils. The British and Foreign Blind Association would be assisting us greatly if they would publish a reading book

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of a moderately-advanced nature in a suitably large and heavy type. The class books which we have in use at present are the lower numbers of Nelson's Royal School Series—"Highroads of Literature, History, and Geography," and McDougall's "Many lands and their Children." The last-named is an admirable book for the lower section of the class, printed in bold black type. Experiments made with matter written in white type on a black ground did not reveal any advantages; in the large majority of cases, indeed, the advantage lay on the side of black on white.

Of the time allotted for each lesson in sighted methods a little more than half is devoted to writing. The extra physical ingenuity which is called for makes progress in this subject slower proportionately than in reading, and pupils have not the same opportunity of developing such an aptitude for this subject as they will have in reading. Pencils and paper are chiefly used in the class by those who have attained sufficient ability, but beginners are taught the formation of their letters on the small blackboard provided for each pupil.

The black-paper exercise books of the British and Foreign Blind Association have not helped us very much. It is by no means easy to write free-arm fashion in these books in a size which will at once be clear and legible, and yet not so cumbersome as to preclude an excessive disjointing of words. The chalk soon wears blunt, and the physical difficulty of writing a moderately-sized letter which the pupil can easily read leads either to the formation of badly-shaped letters, or to a violation of the rules of free-arm writing. This applies to a certain extent to the ordinary myope desk. During the earlier part of each line of writing the pupil has either to bend his body over uncomfortably to the left, or to hold his arm obliquely across his body, and so hide with his hand the letter he is writing. These drawbacks can be evaded by the use of a wall-board. We use one twenty feet long, and for practice in free-arm work it is very helpful. The large amount of space required for each pupil, and the essentially temporary nature of the work are its chief drawbacks. Pupils are allowed to make use of it during their leisure, and some very good work has been done on it out of school hours. As a matter of experience, we find that the pupil quickly leaves the blackboard stage behind, and as soon as he has acquired sufficient ability to write short words by its means he is supplied with a copy book, ruled with double lines varying from a quarter to three-eighths of an inch apart, and a BB. pencil. That size of copy is selected which allows of its being easily read when the pupil is sitting in a healthy position.

Our desks were designed for blind scholars, and have flat tops which are not satisfactory for ordinary writing. The boys in the senior wood-work class came to our assistance, and made boards which could be fitted on the tops of the desks at an angle of about 30 deg. The flap which maintains the board at this angle is hinged so that the boards can be conveniently stored away when not in use.

No particular style of writing is enforced, though efforts are made to secure as upright writing as possible.

The time given to copy-book work varies considerably. Much depends upon the amount of sight possessed, and the rapidity with which the pupil progresses. Often, too, one meets with pupils who have attained more or less facility in ordinary schools. As soon as any pupil has acquired a fair amount of regularity and correctness of form, the exercise book is substituted for the copy book, and the double guiding lines for the single line. Short compositions are attempted, and the whole aspect of writing changes from a purely mechanical process into a definite means for the expression of thought.

* * * * *

More Difficulties. ✓

By MILDRED MATTINSON,

East London School for the Blind, Upper Clapton, N.E.

TO begin with, I must apologise to Mr. Sydney Robinson for annexing, with a change of adjective, the title of his article—an article which I enjoyed very much—in the December number of *The Teacher of the Blind*.

The young teacher who would essay to let light into the darkness of a blind child's mind has much to learn from his or her pupils, as well as much to give out to them.

The psychology of the blind can only be understood, and probably then but partially by most of us, by a thorough, first-hand study of the sightless child. Sympathy without sentimentality is an important watchword.

Far be it from me to underrate the value of the many excellent books on the science of the mind which are so important an asset in the equipment of a practising teacher; a good theoretical knowledge of the workings of a child-mind will prove a tower of strength, whatever the physical or social state of the child to be taught. All I would point out is that visual impression is the foundation of all mental effort to the child who is physically normal.

The blind child, having no visual impressions to stimulate his brain to activity and to become a groundwork of knowledge, must of necessity find his thoughts running upon somewhat different lines. The work of the teacher who has the interests of the blind at heart is to divert the thoughts of the young blind child into the channels followed by those of his sighted contemporaries, for by this will the child lose his sense of isolation, which is the greatest enemy of all who are sightless.

Visual impression being impossible, upon what are the first ideas of a blind child built? A kindly lay public, whose heart in dealing with the blind frequently outruns its head, will unhesitatingly reply, "The insight of the blind takes the place of sight!"

Woe be to the young teacher who is inexperienced enough to believe this, for it will mean much waste of valuable time and the retracing of many steps at a later period of his work. "Insight" has an elusive meaning, and savours too much of the occult to be admitted into the vocabulary of a conscientious teacher endeavouring to work upon a sound and scientific basis. "Convenient, but faulty," is best that can be said of the popular "insight" theory.

Away, then, with all such unsatisfactory resources of the weak thinker!

It being granted that ideas must have a firmer base than "insight," we must look for a beginning with a better claim. Undoubtedly we must admit that all mental activity is built upon the outward impressions of the senses. Sound, touch, smell and (the lowest of the senses, but not a negligible quantity) taste, all smack of something more foundation-like, and upon these can be erected ideas of almost all things except light and colour, the exclusive treasures of people with sight.

In teaching the blind, even more than in dealing with the sighted, it should be borne in mind that the end of all education is to fit a child for a future happy and useful citizenship, mentally, as physically the child should be the product of his time. With most of us happiness is dependent upon sympathy and usefulness—blind or sighted we are alike in this. To be able to understand and be understood of our fellow mortals is the most precious gift the gods can bestow upon us, and to this end it is essential that the education of a blind child should cover at least as wide an area as that of his more fortunate sighted brother. A well-trained, sensitive touch will prove invaluable to a blind person, but it will never serve to bring him into sympathetic touch with the bulk of his fellow men—he must be well-equipped with habits of level-headed thought to fit him for social intercourse, as well as with capable, sensitive hands to enable him to be self-supporting and self-dependent. His mental outlook must be broadened, that he may take an intelligent interest in all around, and not sink into a mere object of pity and charity, with its concomitant of mental and physical inertia and loss of self-respect.

What is needed in a teacher of the blind is strength of character which may be imparted to the pupils; in short, personality, personality, and yet more personality!

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Notes.

TEACHERS who wish to become members of the Association should send their names to the Hon. Sec., 79, Humphrey Street, Old Trafford, Manchester. Subscriptions are now due and should be sent without delay to the Hon. Treasurer, Mr. J. S. Hughes, 178, Eastern Road, Brighton.

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MEMBERS are again reminded of the Annual Meeting to be held in London on Saturday, 20th June. We hope to be able to give more particulars in next month's issue.

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ALL communications for the April number should be sent, *in duplicate*, not later than 14th March, to the Editor, *Teacher of the Blind*, c/o The British and Foreign Blind Association, 206, Great Portland Street, London, W.

The Braille Review.

A MONTHLY DEVOTED TO THE

:: INTERESTS OF THE BLIND. ::

VOL. XII.

APRIL, 1914.

No. 4.

The National Institute for the Blind. ✓

(Formerly "THE BRITISH AND FOREIGN BLIND ASSOCIATION.")

ON Thursday, 19th March, at half past three o'clock, His Majesty the King, accompanied by Her Majesty the Queen, opened the new building of the Institute, which since its foundation, and until that day, was known as "The British and Foreign Blind Association." It was an event which will long be remembered, not only in the history of the Institute, but of the cause of the blind, for great interest has been created in the Institute's work through the medium of the press. It would have given the Council of the Institute real joy if they could have had with them all the blind (of whom there are many thousands), who in any way are associated with the Institute.

Although before and after the ceremony the weather was cold, and snow and sleet fell, we were favoured with delightful weather for several hours on the afternoon of the 19th, for which all will ever feel grateful.

The new building, 224, 226, and 228, Great Portland Street, and 59, 60, and 61, Bolsover Street, is quite near the old building. Great Portland Street was lined on both sides with throngs of people who came to catch a view of our deservedly popular King and Queen. There were many blind persons, and conspicuous among them were the pupils of the School for the Blind, Swiss Cottage, London, N.W., and their Superintendent, Mr. T. H. Martin. These were accommodated under a projection of the building, and were gleeful at being able to cheer Their Majesties as they came and left the building. The King quickly noticed the pupils and made enquiries about them, showing great interest in them.

The programme of the proceedings was as follows :—

Before the arrival of Their Majesties, the following pieces of music were played by Mr. H. C. Warrilow, F.R.C.O., a member of the Book Committee and of the Consultative Music Committee of the Institute, on a Positive Organ which has been temporarily erected for the occasion :—1. Choral Song and Fugue (*S. S. Wesley*); 2. Andante in D (*A. Hollins*); 3. Two Short Preludes (*Stanford*); 4. Fugue in G (*Bach*); 5. Melody in A Flat (*Guilmant*); 6. Finale in E Flat (*Guilmant*).

On arrival, Their Majesties (attended by the Countess of Airlie, the Lord Loch, and Colonel the Hon. Sir Harry Legge), were received by Dr. A. W. G. Ranger, M.A., Chairman, and the following ladies and gentlemen, who were presented to Their Majesties by Dr. Ranger:—Miss Alice S. Armitage, member of the Council and daughter of the Founder; Captain E. B. B. Towse, V.C., Vice-Chairman, and Mrs. Towse; Mr. H. M. Taylor, M.A., F.R.S., Chairman of the Book Committee; Mr. C. Arthur Pearson, Honorary Treasurer, and Mrs. Pearson; and Mr. Henry Stainsby, Secretary-General.

The following members of the Council were presented to Their Majesties in the Reception Hall:—Mrs. von Braun, Miss Laura Douglas-Hamilton, Mr. Edward Alexander, Mr. Godfrey H. Hamilton, Mr. Douglas A. Howden, Mr. W. Percy Merrick; also Mr. L. Heber Chase (Hon. Consulting Civil Engineer).

Miss Doris Armitage (granddaughter of the Founder) offered a bouquet to Her Majesty the Queen, which was graciously accepted.

A Procession was then formed to the Armitage Hall. (Included in this procession were the Lord Bishop of London, the Mayor and Mayoress of Marylebone, the Lord Mayor and Lady Mayoress of London, Mr. Alderman and Sheriff and Mrs. Humphery, and Mr. Sheriff and Mrs. Painter.)

A guard of honour of blind Boy Scouts from the College for the Higher Education of the Blind, Worcester, was stationed in the Armitage Hall. Mr. G. C. Brown, M.A., Head-Master of the College, acted as Scout Master, and the Chief Scout, Lieutenant-General Sir R. S. S. Baden-Powell, was present.

The first verse of the National Anthem was sung by a select choir from the Royal Normal College and Academy of Music for the Blind, Upper Norwood, as Their Majesties entered the Armitage Hall.

Dr. A. W. G. Ranger read an address to Their Majesties from the Council of the Institute, as follows:—

“To Their Most Excellent Majesties THE KING AND QUEEN.

The Loyal and Dutiful Address of the Executive Council of The National Institute for the Blind.

May it please Your Majesties,

The Institute which Your Majesties graciously honour with Your presence here to-day was founded by that generous and ardent friend of the blind, the late Dr. T. R. Armitage, whose daughter we rejoice to claim as a devoted member of the Council. The name selected for the Institute at its foundation, and by which it has hitherto been known, was ‘The British and Foreign Blind Association.’ For weighty reasons it has been agreed to change its name, and after mature deliberation it has been decided that for the future, reckoning from this auspicious day, its name shall be ‘The National Institute for the Blind.’ It is proposed that the room in which we are now assembled be named ‘The Armitage Hall,’ in memory of one who deserves to be remembered with gratitude by every blind person in the Empire. The chief objects

which our Founder aimed at were the printing of books in embossed type for the use of the blind, and the employment, as far as possible, of blind persons in the production of those books. Fortunately, after a careful and prolonged enquiry, Dr. Armitage's choice of a type fell upon that system of embossed dots which is generally known as 'Braille,' from the name of its author, the blind Frenchman, Louis Braille, the centenary of whose birth was celebrated with enthusiasm by the blind throughout the world four years ago. This is the type that is now used exclusively by a very large majority of Your Majesties' blind subjects. The demand for books in this type is incessant: we are called upon to produce books embracing religion and science, history and fiction, travel and biography; and not the least important, music, by means of which a very large number of the blind earn their livelihood. Without wishing in the slightest degree to disparage the work done by other institutions, we claim with confidence that ours is by far the largest and most important printing press of embossed literature in the Empire. We are very proud of the amount of work which we have been able to produce, and of the great improvement in the quality of that work which has been effected in the last decade; but we are quite unable, with our present resources, to cope with the increasing demands made upon us. It might be thought that a large output would bring in large profits; but this is not so. As most of our readers are in far from affluent circumstances every volume is sold at a price below the cost of production. It is our pleasant duty, however, to point out to Your Majesties the kind liberality of authors and publishers alike, who, almost without exception, readily consent to works of which they possess the copyright being embossed and published by us. The difficulties surrounding the Institute led the Council a few years ago to realise the necessity of obtaining larger premises and improved plant. We hope that the new building which Your Majesties are opening to-day will, when completed and adequately equipped, fully deserve to be known as The Blind Man's Press. We feel that any check to the legitimate attempt of the Council to meet the growing requirements of the English-speaking blind would be a most deplorable calamity for every blind man, woman and child.

"The Council were emboldened to enter upon their undertaking of a new building by the munificent gift of £10,000 from an anonymous donor, and by other contributions from liberal friends. We still want some £30,000 to complete and equip the new building, and as much in addition to form an endowment fund, as a generous public will afford. That we shall obtain an ample sum, we trust with confidence to the generosity of the public, for who can be blind to the needs of the blind?"

"The Lord Mayor of London has promised to open a Mansion House Subscription List to further this purpose, and many large employers of labour have already agreed to subscription lists being opened to enable workpeople to help their poorer brethren who do

not enjoy the blessing of sight. We are confident that the greater efficiency of this Institute tends to increase the happiness and welfare of the blind not only in the United Kingdom, but also in Your Majesties' Dominions beyond the seas.

"On behalf of all of them, we beg leave to thank Your Majesties for your gracious presence here to-day.

(Signed) A. W. G. RANGER, Chairman of the Council.

(Signed) HENRY STAINSBY, Secretary-General.

19th March, 1914."



Title page of address to Their Majesties. Designed and executed by Miss E. A. Stainsby, A.R.C.A. The medallions in the border were in gold and colours.

[The Address to Their Majesties was printed in embossed Braille on one side of the paper only, with an ink-print transcription printed over every word. The address was bound in vellum in the Book-binding department of the Institute. On the outside of the cover was the Royal Coat of Arms in gold and colours, portions being slightly raised to give effect. We give an illustration of the title page, if we may so describe it. The cover and title-page were

gratuitously designed and executed by Miss Stainsby, A.R.C.A., daughter of the Secretary-General, one of the Art Mistresses of the Training College for Teachers, Leeds.]

His Majesty graciously replied to the Council's address in the following terms :—

“The Queen and I were very happy to accept your invitation to open these new buildings and We have listened with deep interest to the Address which has been read to Us.

“We join heartily in the tribute you have paid to Dr. Armitage and are glad that his work should be so fittingly commemorated in the name of this Hall. There is no sadder affliction than that which closes to the blind one great channel of common experience and common intercourse and cuts off the sufferers from the chief fields of knowledge and activity. A great service was rendered to humanity when Louis Braille devised the system of reading and writing which partially restores to the blind the lost means of intercourse with their fellows, and gives them freer access to the world of literature, of science and of music. This discovery, like so many others, we owe to France, but it has been the distinction of Dr. Armitage and of your Society to develop the work which Braille began, and to give the Bible, the works of Shakespeare, and a rich store of literature and science to the blind throughout Our Empire.

“We rejoice that your work which has brought solace and hope into many lives has met with such a response that the enlargement of its scope has now become necessary : and We wish you all success in your efforts to bring increased advantages to a yet greater number of Our blind subjects. It is a commonplace that men do not realise the value of that which they have never lost, but I am confident that your appeal for funds to extend and develop your undertaking will stir the imagination of many who unreflectingly enjoy the blessing of sight.

“I am happy to learn that the Lord Mayor of London will open a Mansion House Subscription List to further your objects, and I cannot too strongly urge upon all the duty of showing practical sympathy with your devoted efforts to break down as far as may be the barriers which shut out the blind from a full share in the common interests and pleasures of life.

“We hope that you will speedily be relieved of all anxiety on the score of funds and We wish God-speed to the work of The National Institute for the Blind.”

The Bishop of London offered the following prayer, which was succeeded by the Lord's Prayer :—

“O God, Who art the Father of light, and with Whom is no darkness at all ; we thank Thee for the good gift of sight which Thou has bestowed on us, and we pray Thee to fill us with Thine own compassion for those who have it not. Direct and prosper the efforts that are made for their welfare. Reveal to them by Thy

Spirit the things which eye hath not seen ; and comfort them with the hope of the light everlasting, to which, of Thy great mercy, we beseech Thee to bring us all ; through Jesus Christ our Saviour. Amen."

The choir rendered the following piece of music, unaccompanied :—Motet (No. 3, Op. 135) "Glorious and Powerful God" (*Stanford*).

GLORIOUS AND POWERFUL GOD.

Glorious and Pow'rful God,
We understand Thy dwelling is on High
Above the starry sky.
Thou dwell'st not in stone temples made with hand ;
But in the flesh hearts of the sons of men
To dwell is Thy delight,
Near hand, tho' out of sight.

We give of Thine own hand,
Thy acceptation is very life and blood,
To all actions good.
Whenever here or hence our supplication,
From pure and with unfeigned hearts,
To Thee ascends,
Be present with Thy grace,
Show us Thy loving face.

Oh ! down on us full show'rs of mercy send,
Let Thy love's burning beams
Dry up all our sin's streams.
Arise, O Lord, and come into Thy rest,
Both now and ever more,
Thy name be blest,
Founder and Foundation of endless habitation.

[The composer, Sir Villiers Stanford, and Lady Stanford were present.]

As Their Majesties left the Armitage Hall the last verse of the National Anthem was sung.

Their Majesties were then conducted into the Factory to inspect an exhibit of old and new books and apparatus for the use of the blind, and to witness demonstrations by the blind of book-production (including the most approved methods of illustrating books for the blind), shorthand, typewriting, reading, etc., etc.

Their Majesties evinced the greatest interest in this exhibition, and made many enquiries, Dr. Ranger and the Secretary-General offering explanations, members of the Council also being present. The inspection began by the examination of a specimen of the ancient string alphabet, which consists of a cord on which are tied knots of various kinds and sizes set at varying distances from each other. By drawing this cord through the hand the letters can be distinguished and words thus formed. It is interesting to relate that whole books of scripture have been recorded in this way. Then followed specimens of embossed books, showing every kind of type that has been used by the blind, commencing with the Haüy type of 1784. Many interesting old and new machines and appliances also found a place in the

exhibition and aroused great interest. Mr. H. M. Taylor, F.R.S., Chairman of the Book Committee, chatted with the King on the subject of Scientific Books, while Mr. C. Arthur Pearson dictated a few sentences to Miss Westlake, a blind typist, who took them down at a high speed on the Stainsby-Wayne Shorthand Machine, promptly transcribing them while their Majesties were present. Captain Towse, V.C., the Vice-Chairman of the Institute, was induced to show Their Majesties a remarkable model of the new building which he is making. This model is so constructed that blind persons can easily understand the planning of the whole building. Their Majesties witnessed every process in book production, and the King had a chat with Mr. John Ford, the well-known blind official of the Institute, and shook hands cordially with Mr. Ford on parting. As we stood by and witnessed this we felt proud that Mr. Ford's devoted labours, extending as they do over 37 years, should receive recognition at the hands of our beloved King.

Their Majesties inscribed their names in the Visitors' Book, and accepted specimens of embossed books as souvenirs of the occasion.

Their Majesties were then conducted to the Reception Hall, where His Majesty graciously unveiled a mural tablet commemorating the opening of the Building. The tablet bears the following inscription :—

To Commemorate
The Opening of this Building by
HIS MAJESTY KING GEORGE THE FIFTH
19th March, 1914.

After the unveiling of the tablet Mr. Claude W. Ferrier, the Architect, was presented to Their Majesties.

Their Majesties were then conducted to their carriage by the Chairman and Officers of the Institute.

The Visitors remained in the Armitage Hall while Their Majesties were inspecting the Factory, during which time the following music was played on the organ by Mr. W. Wolstenholme, Mus. Bac., Oxon., member of the Book Committee and of the Consultative Music Committee of the Institute :—1. Grand Chœur (*Guilmant*) ; 2. (a) The Question, (b) The Answer (*Wolstenholme*) ; 3. Pastorale in D (*Wolstenholme*) ; 4. Benediction Nuptiale (*Hollins*) ; 5. Toccata in C (*D'Eury*).

Immediately Their Majesties had left the Building, visitors were asked to inspect the Factory and inscribe their names in the Visitors' Book before leaving.

The Armitage Hall (so named in grateful memory of Dr. T. R. Armitage, the Founder of the Institute) was crowded with a distinguished assembly, many being blind, others earnest workers in the cause.

Telegrams and letters of congratulation have been received from many well-wishers, to whom we feel deeply grateful. We append one of the former, to show how the Institute's work is valued abroad.

"Stockholm R39 63W 10.35.

"The British and Foreign Blind Association, London.

"Excellent work for the cause of the blind
Blessed by them always in grateful mind
Is marking your way from the start up-to-date
May it henceforth, too, spread through your new-opened gate
And flourish in progress and serve as a lead
For that we now send you a hearty God-Speed

—Swedish Blind Association."

Strenuous efforts are now being made by the energetic Hon. Treasurer, Mr. C. Arthur Pearson, to raise all the money required to complete and endow the Institute, and we hope and believe that success will attend his efforts.

The Council gratefully acknowledge the kindness of Mr. Percy Armytage, M.V.O., Gentleman Usher to the King, for his valuable assistance in connection with the arrangements for the ceremony.

They are also indebted to the Positive Organ Company, of 44, Mornington Crescent, N.W., who have, in the absence of a permanent organ, kindly lent one of their two-manual instruments free of charge. Also to the Electricity Department of the St. Marylebone Borough Council for the temporary electrical installation which has been gratuitously provided.

DESCRIPTION OF THE BUILDING.

The new building has frontages in Great Portland Street and Bolsover Street (224, 226, and 228, Great Portland Street, and 59, 60, and 61, Bolsover Street), and occupies a site about 60 feet by 100 feet. This site has been taken from Lord Howard de Walden on a 999 years' lease.

Owing to the variety of conditions to be fulfilled within a comparatively restricted compass, the building presented a somewhat more complex problem than would be apparent at first sight. It is divided into three main sections: the Public and Administrative Department facing Great Portland Street, the Factory facing Bolsover Street, and the Book Stock Room in the basement; each is capable of complete isolation in case of fire.

The central portion of the ground floor of the Great Portland Street block consists of a spacious shop for the sale of embossed books and apparatus for the use of the blind.

The principal entrance is on the north side of the show-room, and from it a staircase and passenger lift communicate with the Mezzanine Floor where the General Offices are situate. The next

floor consists of the Armitage Hall, capable of seating about 250 persons. This room will be available for meetings in connection with the work of the Institute. The Armitage Hall will contain an organ which will be a *facsimile* of that at the Royal College of Organists. In addition to affording opportunities to blind musicians to give public recitals, the organ will enable them to enter for the College examinations without being handicapped by an unfamiliar instrument. Precautions of an exceptional kind have been taken by the Architect to prevent the transmission of sound to other parts of the building when the organ is in use.

The floors above the Armitage Hall will be devoted to the Treasurer's Department, Kitchens, Mess Rooms, and Caretakers' Quarters. Rooms will also be set apart for the College of Teachers of the Blind, the business of which has, since its foundation, been gratuitously conducted by the Institute.

The entrance to the Factory is in Bolsover Street, but every floor of this is made to communicate with the Public and Administrative Departments. The factory consists of five floors, with provision for two additional floors when necessity for extension arises. The Factory will be fitted with the most modern machinery and appliances for the production of books, music, and apparatus for the use of the blind.

The Book Stock Room has a very extensive basement, thirty feet deep, and is constructed under the factory portion. When finished, it will be fitted with four tiers of metal galleries, equipped for storing 75,000 large volumes of Braille books.

A commodious basement under the Public Department is reserved for the storage of book plates from which the Braille books and music of the Institute are embossed. These two-page book plates now number about 80,000, and represent the work of the Institute since its foundation, forty-six years ago.

The roofs of the front and back portions of the building are flat, and will be used as roof gardens for the workers—many of whom are blind—during meal times.

The building was designed by Mr. Claude W. Ferrier, Architect, and erected by Messrs. Holloway Bros. and Mr. William Willett. Mr. L. Heber Chase (Honorary) and Mr. A. C. Auden were joint Consulting Engineers for the deep basement. Mr. Henry J. Wagg was Honorary Consulting Electrical Engineer and Messrs. George Corderoy & Co. acted as Quantity Surveyors.

* * * *

THIS Institute has recently published a new instruction book entitled "**How to Learn to Read,**" which has been compiled by the Chairman of the Book Committee, Mr. H. M. Taylor, M.A., F.R.S. A great need has been felt for some time for a Primer which when put into the hands of persons who lose their sight in adult life, may with a little help from a sighted friend enable them quickly to master the Braille system. The above-mentioned book is admirably suited for this purpose. The alphabet is given with the corresponding letterpress characters embossed above. Grade I. is first dealt with, and then follow all the signs used in Grade II., with reading matter to familiarise the reader with Braille. The book is in giant type, price 7d., post free. It has already proved of great value to a large number of persons who have just lost their sight.

The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION
:: OF TEACHERS OF THE BLIND. ::

VOL. II.

APRIL 1st, 1914.

No. 4.

Editorial.

WE hasten to congratulate Mr. Stainsby and his Council upon the inauguration of the National Institute. The gradual development of their great scheme has been followed with the keenest interest, and the completion of their handsome premises will be a source of satisfaction, not only to the authors but to all workers among the blind. Teachers in particular will rejoice that the main fountain-head of their special apparatus and books is entering upon a larger and fuller life. Those of us who knew the former building were continually surprised that such a steady methodical stream of business could issue from so cramped and inadequate a source, and their removal to a spacious and well-equipped habitation, where every need has been foreseen and every mechanical aid supplied, will be a daily joy to the Secretary-General and his staff. We would offer our congratulations, too, upon the campaign for funds, which is attracting the attention of every newspaper reader in the country, and which from its unexampled vigour and resource is bound to attain a speedy success. To build so handsome and complete a home for the National Institute, to equip it with such care and elaboration, is in itself a great achievement. To start its career with an early prospect of being debt-free and of having a sufficient endowment fund in hand is greater still. The two together make by far the biggest piece of work that has been done among the blind since the days of Dr. Armitage. To those who have borne the ceaseless toil of this colossal undertaking, with the anxiety and worry inseparable from such a venture, all honour and gratitude are due. They now have the satisfaction of seeing their labour crowned with success, the happiness of an ungrudged share in the widening work of a hopeful future, and the deep content that springs from the knowledge that their efforts have been received throughout the country with sympathy and with appreciation.

* * * *

It is with much satisfaction that we are able to announce that Professor Adams, M.A., LL.D., the President of the Association, has very kindly agreed to be present at our Annual Meeting, and to address the members. This is an honour for the Association which we hope will be acknowledged by a large and representative gathering.

Pestalozzi: His Aims and Influence on Schools of to-day.

By EDITH E. DRUMMOND.

PESTALOZZI was first and foremost a social reformer. It was with the idea of effecting social reform that he searched for the means, and found that lack of real education was at the bottom of the trouble. So, unlike most educationalists such as Rousseau and Herbart, he had not an educational theory which he tried to work out, but he observed what he thought were the direct needs of the people, intellectual and moral, and tried to solve the problem by giving the fulfilment of those needs to the children, not to adults.

The chief subjects taught in the schools at his time were reading, writing, and arithmetic: the richer schools had "extras" such as a little Latin or French. Pestalozzi in his experiments practically left "the three R's" alone. He concentrated on handwork and observation practices.

His idea in teaching handwork was that he gave the child a definite means of livelihood, and having that, the child would have self-respect, and consequently cause respect of himself by others.

Pestalozzi was also imbued with the ideas of Rousseau, that every child was a unit, and that the environment of a child reacted on his character and disposition.

In order to develop these ideas, Pestalozzi practised his method of causing the children to observe—these lessons are practically synonymous with so-called "object" lessons.

The methods of Pestalozzi were directly opposed to those practised in schools of the 18th century.

The schools were charity schools, the large public schools for boys, and the village dames' schools. Thus the largest and most important schools were for boys and not for girls. This fact had a distinct bearing on educational ideas in England—schools for boys led to men-teachers and men-thinkers on education.

Pestalozzi preached the ideas of the *mother* being the true educator, that women were more suitable than men for teaching, and that the home was the real centre of education.

He went into the homes of the people constantly, and observed the people's habits.

So when he came to experimenting in education he had a mixed school, and had taught the domestic sciences and the work connected with home-life, *e.g.*, gardening, carpentering, scrubbing, washing, and cooking. Thus the essential difference between his method and that of the public school was that Pestalozzi went in for original self-expression both in speech and action, and the education given in the public schools was purely technical, and usually the "learn by heart" method was adopted.

Gardening was a result of Rousseau's idea that nature influenced character for good, and therefore children should be brought into contact with nature.

The training of the moral side of a child's character was a great feature in Pestalozzi's ideas. He believed that a child should be taught through his style of living ; simple food, simple life and few formal lessons ; and that handwork and headwork should go together. Education should bring both physical and moral development ; so Pestalozzi introduced well-organised games and outdoor instruction, with the theory that morals very often depended on one's state of health : Good health induced good morals and strong, broad intelligence.

In order to rouse right moral feelings he taught children to observe and consider every-day incidents. His real aim was to develop and exercise the powers of the children rather than to give them instruction, and this is where modern education is influenced by Pestalozzi. It is not much use to give a child instruction if when he has it he cannot organise it and make use of it, or extend and develop it. If his training, on the other hand, has been in the direction of "how to obtain" knowledge, it is certain that better fruit will be borne than if knowledge had been *given*, even in the best possible way.

Pestalozzi compared the growth of a child to the growth of a plant. The best means of producing successful growth was to get to know the native qualities of the plant and its natural environment, and then to follow the path of Nature. So with the child, and this is the central idea of modern education.

Behind the whole movement of child psychology there is this endeavour to get hold of the latent qualities of the child and to develop them in the true educative way, that is, along the path of least resistance. The way of Nature is to adapt itself to its conditions or environment, rather than to change and adapt the environment to the needs of the particular being.

Following out Pestalozzi's view that handwork and headwork should go together as a basis for all physical, moral and intellectual exercise, we have at the present time this idea adopted in our larger industrial schools. Therein the children are taught a trade by which they can fit themselves as units of some value in the social and industrial world. This knowledge will give the man or woman independence socially and intellectually, and he is not likely to drift so easily into the great pathetic ranks of the unskilled, untaught masses.

The teaching of manual training, gardening, house-wifery in all its branches, is the development of the view of the "home" as the centre of all education, and the good conduct thereof the essential of true government.

The present system of teaching children by giving them concepts by which they form particular and general judgments is the result of the endeavour to teach children naturally, according to a knowledge

of psychology, and hence Pestalozzi's work in beginning the teaching of geography with the use of concrete illustrations has caused similar subjects to be treated in the same manner; geography, history, and science have been reorganised on this basis, and the subjects are correlated and not treated as three distinct, separate subjects.

The result of Pestalozzi's observation of children was that he saw that they did not see things in parts or elements, but in wholes or masses.

If that was so with observation of outside things such as trees, it must be also with things that children visualised, and Pestalozzi insisted on analysis at a much earlier stage than we do now.

The gradation of syllables was part of Pestalozzi's first educational reforms as to reading. He made children read before they could analyse, from analysis of words to syllables, syllables into sounds and sounds to letters. He caused a complete revolution in methods of writing and reading.

Of number, too, Pestalozzi has caused us to think in another light. From the teaching to children of numbers by which they could "do sums" easily or juggle with them, he made us see that concepts are necessary to the child, and the introduction of concrete examples into number lessons was a furtherance of this idea. As with all other subjects, his aim was the natural development of the child, and to bring out strong physical and moral powers.

* * * *

Correspondence.

12th March, 1914.

To the Editor, *The Teacher of the Blind*.

Dear Sir,—I am obliged to you for the sight of the article in your current issue, entitled "The Partially-Sighted in Schools for the Blind," and for your request for my comments thereon.

At the outset may I say that this article, to judge by its title, and the article by myself entitled "The Education of High Myopes," do not necessarily deal with the same subjects. Myope and partially-blind are not synonymous terms, although I note that they are apparently used as such in the announcement of the International Conference on the Blind, 1914, which appears within your covers. "Myopes and high myopes" are the subjects of abnormal stretching of the eyes, but they are not necessarily partially-blind; I have records of very many high myopes who with proper correcting glasses have excellent vision, quite up to the normal range. On the other hand, the terms "Partially-sighted or partially-blind" set out at the beginning that we are considering a class of cases in which there is a definite inability of the eye under the most favourable conditions to get anything like the normal standard of vision. There are plenty of these cases, children and adults, whose eyes have been damaged by the same causes that have in graver cases rendered their confrères totally blind, and in this sort of cases there are frequently, indeed usually, associated conditions that link them very closely with the truly blind.

Let us make this point very clear, for it must be the foundation of any consideration of the proper treatment of each class of case. In my investigation of the causes of blindness amongst children I have found that more than half of the children are blind from causes that have a constitutional basis, and that this influence, affecting, as it can be shown, the general health of the child, as well as damaging or blinding the eyes, has also an effect on the mental condition of the child, so that these children are not on the same mental plane of capability as normal children, or those children who have been blinded from accidental causes totally unconnected with constitutional conditions. This is a fact that I have drawn attention to before, *e.g.*, in a paper read to the International Congress of School Hygiene, in London, 1907, "The Mental Characters associated with Blindness," p. 794. Now a fair number of children who are partly blind owe, as I have said, their condition to the same causes that have produced total blindness in others, and the same general constitutional effects can be demonstrated to have been acting in both sets of cases. If, then, when you or your contributors write of the "partially-sighted" you refer to these children, there need be no difference between us so far as the proper education of these children is concerned. They may very well be associated with the blind if there is no other fitting place for them, for constitutionally and mentally they are on the same plane, and from the very nature of their case there is always the possibility that their state of "partial sight" may become one of total blindness at some time or other.

The Myopes, on the other hand, are in a totally different category. The defect of vision that they have is not a constitutional effect at all; that is to say, the condition of their eyes need have no correlation to the general state of their body, and for the most part it does not. Their eyes are usually the only abnormal thing about them, and often by very reason of the abnormal state of their eyes they are preternaturally keen mentally, and in advance both in knowledge and judgment of their normally-sighted colleagues.

This is a statement that I could prove by innumerable instances if space did but permit. But the matter can be examined by any one who cares to enquire, for last year, at the Ophthalmological Society of the United Kingdom, I presented a paper giving an analysis of the state of affairs in 300 children who were the subjects of high myopia (*Trans. Ophth. Soc.* vol. xxxiii., p. 202). If this be so, your readers may very well ask: "Why, then, are these children separated from their normal confrères?" The answer is that it is necessary to do so in their own ultimate interest. Their eyes are stretched, they are therefore less capable of resisting the ordinary strain and stress of school work. It is necessary to provide some form of education that will be sufficient for them, mentally and intellectually, but so modified as to spare their eyes in every way possible. It is for this reason that eye doctors have made it a rule to prohibit myopic children from attending ordinary schools. Cautious eye doctors are at the back of the whole matter. Then arose the question of what to do with the children. Were they to

be allowed to run wild? The answer was given by most educational authorities, that this could not be done in the interest of the child. Then red-tape stepped in and said: "Behold, the children are 'Blind' or 'Partially-blind' within the meaning of the Act of Parliament." And forthwith they were despatched to the schools for the blind and partially-blind. Again the protest has come from the eye doctors, and this time their protest takes another form. These children may be technically blind within the meaning of a score of Acts of Parliament, but the fact remains that they are not blind, and for the most part they are never likely to become blind; their sight is better than any of the blind, and their mentality is superior to that of most of the blind; and it is not meet that they should be classed with the blind for practical educational purposes. Out of such a protest as this the demand for "Special classes for the Myopes" arose. And the success of the means that have been adopted to meet this demand may be gauged by the increasing frequency with which eye doctors, quite unconnected with educational authorities, report cases of myopia coming under their care to those educational authorities who have made proper provision for dealing with such cases.

The details of any scheme for teaching myopes must be determined by local requirements, necessities, and available arrangements. These are details; they are always subject to revision according to the experience of those engaged in the teaching, or of the authorities who have the oversight of the arrangements. But the principle that must underlie the plan of any arrangements made to deal with a problem must at the outset be laid down with a full knowledge of the nature of the problem. And, if you will forgive me, it seems to me that your contributors have not recognised the nature of the problem by the very fact that they confuse the "Myopes" with the "Partly-sighted."

Last, let me make one other point. And this one is the test of "the man in the street." One of the reasons that led to the formation of "Special Classes for Myopes" sprang from the very natural, and (when the matter is rightly understood) very proper opposition of parents to the idea that their children who were "only short-sighted" should be sent to the schools for the blind. I wonder how often I have had to explain to an indignant parent that a class for the short-sighted was not a blind school. I wonder how many times I have heard indignant parents protest in crisp and explosive vernacular at the wickedness of sending their child to a blind school where they would have to be with. I spare your readers the impressions gained by the common people of the broad characteristics of the blind children, especially when compared with their own short-sighted pet. But, allowing for every maternal and paternal prejudice as to the swanlike attributes of their own gosling, they were right. And in this they showed better judgment than The Lord High and Mighty Red-Tape, who quoted an Act of Parliament, and bundled the lot, myopes, partially-sighted, and blind into one cauldron to stew together as best they and their teachers could contrive.—I am, Yours faithfully, N. BISHOP HARMAN.

Notes.

STILT walking has long been a form of exercise in which blind boys have taken delight, but in one school the youngsters have lately worked out a variation which strikes us as novel. This is the pastime of hopping on one stilt. Its discovery was due to the disagreement of two boys as to which should have the pair. Each went off with one, and after various attempts found that a single stilt was a more sporting and exhilarating instrument of amusement than the old-fashioned two. Keen competitions have taken the place of aimless stalking about. Each boy tries to outdo his comrades in the number of hops he can make before losing his balance. It sounds difficult, and one or two of the staff who have tried assure us that it is more difficult than it sounds. They have not yet hopped out of single figures, but with the boys centuries are of every-day occurrence, and the record is 306. This is held by a totally-blind boy of 15, and it is noteworthy that none of the partially-sighted has yet distinguished himself. One of the most amusing devotees to watch is a little chap of eight, whose top score is 126—a very creditable performance when one remembers that the stick weighs nearly six pounds and is close on seven feet long. We recommend the sport to other schools and to teachers who suffer from dyspepsia.

* * * *

WORKERS among the blind will be interested to hear of a great scheme which Miss I. M. Heywood, of Manchester, has in hand for founding a Trust Fund on behalf of the blind in heathen and Moslem countries. The number of blind in the East is not accurately known, but it is certainly enormous, and very little is at present being done to alleviate their lot. In India there are 600,000; in China and Japan even more, while the number of schools and agencies of relief is quite insignificant. Protection and Education, as Miss Heywood says, would do a great deal, but for these purposes much money is needed. Gardner's Trust and the great services it renders to the blind of this country are to be taken as the models for the new scheme and its scope. "The intention is to inaugurate a Trust Fund to which Missionary Societies can apply for grants towards their Institutions and Schools for the blind—so that they may continue, enlarge and extend them, and may not be hindered by lack of funds from carrying out their noble work."

* * * *

ARRANGEMENTS with regard to the Annual Meeting are now assuming definite shape. Through the courtesy of the Conference Committee we have been granted the use of one of the rooms of Church House, Westminster. This building will be, by that time, well known to those members who are attending the Conference, and by its central position will be most convenient to those who can only come to London for the one day's proceedings. The hour has been provisionally fixed at 2.30, which on former occasions has proved the most suitable time for those who have to reach and leave town the same day.

The Braille Review.

A MONTHLY DEVOTED TO THE

:: INTERESTS OF THE BLIND. ::

VOL. XII.

MAY, 1914.

No. 5.

New School for the Blind, Montreal.

ITS SCOPE AND ORGANISATION.

By P. GRAY, Principal

(Late Headmaster, Royal School for the Blind, Bristol).

MONTREAL has at last got a thoroughly-equipped School of its own for the English-speaking blind, and the history of its upbuilding is absorbingly interesting, due in a great measure to the non-possession of a compulsory clause in the educational system of the province of Quebec. The pan-denominational religion and the polyglot population of Montreal have also in a very large measure tended to disseminate the responsibility and apparent need for a school for the English-speaking blind, thereby rendering it necessary that a champion—a Cromwell—should come forward who was thoroughly conversant not only with the ever-growing fact that a school was necessary, but who was prepared to convince the citizens of Montreal that, although an effort had been made to educate a percentage of the blind along with the deaf and dumb, philanthropists must be brought to see the need for the establishment of a separate school for the blind. This champion was found in the person of Mr. Philip E. Layton, senior partner of the famous pianoforte makers, Layton Brothers, St. Catherine Street, Montreal.

Mr. P. E. Layton came to Montreal twenty-six years ago, and is well known in England as a blind man who, having graduated from the Royal Normal College, has, by his painstaking self-reliance, indomitable pluck and business acumen, shown to two worlds that blindness is no serious handicap to a man or woman when the straightforward determination to succeed at all hazards is behind the individual. Mr. Layton came to Montreal a full-fledged, experienced organist and choirmaster, but also possessing a second string to his bow, inasmuch as he was also a first-class pianoforte tuner and repairer, having won in a tuning-competition in London a satchel of tuning implements which were presented to him by the Princess Royal of England.

Mr. Layton made a point of repeatedly visiting the Mackay Institution for the Deaf and Dumb, which was also ineffectually grappling with the problem of the education of the blind under conditions which were at once inadvisable and most prejudicial to the future interests and advancement of the English-speaking blind.

Gifts of books and appliances were from time to time sent, but the root of the educational system was cankered, the staff untrained, and only possessing that gleaned information with regard to the future problem of the blind which is most unsatisfactory both for teacher and taught. The deaf and dumb, and blind were educated under the same roof, and the blind were continually outside that healthy atmosphere which is so very vitally important to their welfare, and generally speaking, Mr. Layton saw that this state of affairs could not continue under any circumstances whatever, so he attended a public meeting held in the Mackay Institute in 1906, and obtaining an opportunity of speaking, he brought matters to a climax by emphatically declaring that Montreal, the great metropolis of Canada, ought to have a school of its own for the English-speaking blind—the French-speaking blind have a well-established school in Montreal—and from that time forward the embryo commenced to expand. This paragraph has merely touched the fringe-work of the introductory scenes connected with the establishing of the Montreal school for the English-speaking blind, but sufficient has been said to show what the Montreal blind owe to Mr. Layton and his excellent wife, who stood by her husband and literally worked night and day, often against ignorant opposition, to bring this school into being and to foster its working utility in every possible way.

Mrs. Layton supported her husband in all the vicissitudes of the preliminary stages of the work, and was the main-spring in arousing public interest and in generally educating the philanthropic citizens of Montreal that they had great responsibilities with regard to the education of the blind in the city. As is often the case, the real problem had never really dawned upon those who were most competent to give of their substance, and although there were many who were quite willing to give, nevertheless they looked upon the blind—if they looked at all—as more or less deserving of charitable support, but did not take into consideration that they are not objects of charity, but intellectual and educative beings who have a claim upon the powers that be for conditions to obtain such a general and thorough education as will fit them to set out with that pearl of great price by which they may become bread-earners. Mrs. Layton knew the needs, and she put her whole energies behind these needs, and enlisted such a preponderance of public spirit behind the work in its initial stages that to-day she has the satisfaction of seeing a practical creation which will be a life-long memorial to the singular abilities and organising genius which she and her husband possess.

Gradually and surely Mr. Layton was laying his foundations, and at a meeting of blind persons held at his residence on the 22nd of April, 1908, the need of an Association to promote the interests and welfare of the blind in the province of Quebec was shown to be most urgent. A resolution was passed at that meeting to the effect that "The Montreal Association for the Blind" should be called into being. For a few months a gathering was held monthly, where the blind and those interested in their welfare could get together to take their bearings. These meetings were well attended, and the problem

of the condition of the juvenile blind formed the subject of many of the deliberations, while at other times lectures and concerts were organised. When the question of forming a library came up, a heated discussion arose as to what system of Braille the Association should adopt and, in spite of bitter and prolonged opposition, Mr. Layton succeeded in passing a motion that British Braille should be the authorised system for the Montreal Association for the Blind.

Six months after the inauguration meeting a workshop was opened for the manufacture of brooms by blind men—four workmen received instruction at the commencement—and now twelve blind men are regularly employed, and with one exception are self-supporting. The brooms made are pronounced by experts to be of excellent quality and finish, and find a ready market with all the large corporations and business firms of the city—thirty thousand being sold during 1913!

After the workshop was well launched the energies of the Association were directed to the collecting of funds to erect and equip a suitable building for the education and training of the juvenile blind. By means of a bazaar the sum of \$11,000 was raised, and what is known in Canada as a "Tag-day" or street collection brought in the record sum of \$23,000. In all, the Association collected \$103,000, the balance being made up from voluntary subscriptions and donations on the part of the citizens of Montreal, obtained through the persistent and persevering efforts of Mr. and Mrs. P. E. Layton.

A beautifully-situated piece of land measuring over eight acres was purchased in 1911 for \$30,000, and in the following year a modern, fireproof, well-equipped school, capable of accommodating forty pupils, was erected at a cost of \$40,000. Pupils were admitted for instruction in October, 1912, and at the present time twenty-six blind students are receiving instruction, and in the near future it is safely estimated that more accommodation will be required as the demand for admission steadily grows. The Association also acts as a bureau of information in the interests of the blind and their friends in any part of the Dominion, and much suffering is thereby relieved amongst those ineligible for admission to either school or workshop.

ORGANISATION.—Although the School is small numerically, it will be apparent that all the difficulties and perplexing problems presented in the organisation of a large institution are here presented, and fundamentally the difficulties are more real in the smaller organisation in its struggling newness. This is brought about by the fact that the ages of the students range from six to twenty-five, whilst the teaching is undertaken wholly by two sighted teachers and a blind music master—an F.R.C.O., trained at the Royal Normal College for the Blind. For teaching purposes the students are divided into two departments, a senior and junior, but even then there are varying grades in each of these departments, calling for much patient work on the part of both students and teachers. The music master teaches organ and pianoforte playing, piano-tuning, harmony, counterpoint,

etc., and each student has a time-table of his studies in Braille, whilst the music master has a complete time-table of the lessons and practices of each one in the School.

The general teaching in the School is very similar to that of a good-class British school, but it will be easily understood that, on account of previous neglect, the standard of attainments is at the present time considerably inferior to the average of what might reasonably be expected. True, a fairly large percentage of the students have received rudimentary instruction somewhere, but whilst some had been grappling with American Braille, some with the New York Point, others had been taught the Line Type or the Moon System, and consequently where so many systems had been tampered with there was nothing in common and no definite basis upon which to proceed. Where British Braille was in evidence, the methods of teaching were not according to system or method, and the numbering of the dots was fraught with confusion, whilst Bible contractions and those that had been self-created were placed side by side with borrowings from American Braille and other sources—surely a strong argument for the amalgamation of the varying societies and the introduction of British Braille as the “be-all and the end-all” of this very vexing, overlapping, confusing, perplexing state of affairs.

The following time-table for the senior class will give a general epitome of the scope and nature of the instruction. It will serve the purposes of this Article if the time-table for two days only is set down :—

MONDAY	8.30— 9.0	Gymnastics, physical exercises.
	9.0 — 9.30	Dictation, Braille rules, composition.
	9.30—10.0	Reading, literature, intelligence.
	10.0 —10.45	Arithmetic and mental rules.
	10.45—11.0	Interval.
	11.0 —11.35	History—Canadian growth, etc.
	11.35—12.15	Nature knowledge—element. physiography.
	2.0 — 3.0	Chair-caning, typewriting, shorthand.
	3.0 — 4.0	Straw-work, bent-iron work, etc.
	4.0 — 4.15	Interval.
	4.15— 5.0	Music and tuning practice for seniors.
TUESDAY	5.0 — 5.45	Music, notation—seniors and juniors.
	7.0 — 8.0	Singing lessons for all.
	9.0 — 9.30	Geography—physical, commercial, etc.
	9.30—10.0	Letter-writing, composition, etc.
	10.0 —10.45	Reading or recitation—intelligence.
	10.45—11.0	Interval.
	11.0 —11.35	Arithmetic or English grammar.
	11.35—12.15	English language and literature.
	2.0 — 3.0	Wood-work, typing and shorthand.
	3.0 — 4.0	Manual work—Braille machine writing.
	4.0 — 4.15	Interval.
	4.15— 5.0	Music and tuning practice for seniors.
	5.0 — 5.45	Music, etc., for seniors and juniors.
	7.0 — 8.0	Reading to all the students.

During the afternoons from 2.0 p.m. to 4.0 p.m. the more advanced students are continuously occupied in the tuning and

repairing department under the supervision of the music master, who has his hands completely filled, and who will require the assistance of a music mistress for the junior students in the near future.

Since the School opened in September, 1913, FOURTEEN students have been enrolled, and surely this would form a problem to a large-staffed modern school, not to mention what it means to a young school such as this, where every student is a proposition requiring supreme thought and foresight.

TEACHING APPLIANCES.—It would be almost impossible to imagine an institution of this capacity better furnished with suitable teaching appliances, though, of course, the rate of its growth will very shortly necessitate further supplies in various directions. The general thoroughness with which every department has been set out is sufficient guarantee that Mr. and Mrs. Layton must have devoted ceaseless hours of research and observation before arriving at such a laudable achievement, and those who are most particular about minutiae have been loud in their appreciation of the completeness of the initial accessories which have assisted so fundamentally with the general organisation.

MUSIC.—Being a pioneer in the pianoforte business in this city, and having an unimpeachable reputation, Mr. Layton enlisted the kindly generosity of other pianoforte business houses, and to-day in the institution there are 12 pianos and 1 two-manual reed organ, electrically blown—all, with but a single exception, gifts from the pianoforte business men of the city of Montreal. On each instrument is a name-plate bearing the name of the donor, and it is a pleasing feature to observe the representative nature of the several gifts. Each pupil in the school receives instruction in pianoforte-playing, and at present two boys and one girl are, in addition, receiving lessons in organ-playing.

Supplementary to this, the school possesses the following orchestral instruments :—4 violins, 2 mandolins, 'cello, flute, guitar, cornet—the gift of Layton Brothers—and systematic instruction is given upon these instruments by two gentlemen who volunteered their services, and it is really very encouraging to them to find the rapid progress the different members of the orchestra are making. There are those who show much bitterness and antagonism towards the introduction of orchestral instruments into schools for the blind, but in the new world the itinerant musician is, happily, conspicuous by his absence, and is it not short-sighted policy to imagine that it will be the rule for the educated blind student to practise his art in the public-house and at the street corner? If not, then there is undoubtedly something very far wrong with the general training of the blind, and especially with the after-care.

“ ‘Tis not enough to help the feeble up,
But to support him after.”—SH.

and though that support may take different aspects, yet it is a truism that, where the After-care Committees have been most vigilant and assiduous in their efforts, the blind have been most industrious and productive in return.

GENERAL EDUCATION.—In this department nothing is lacking to make the instruction as efficient as possible, and everywhere it is apparent that to be up-to-date was the ambition of those who were at the helm. The school has 5 typewriting machines, comprising 2 Remingtons, 1 Empire, 1 Blickensderfer and 1 American—it being considered an advantage to have the different key-boards so that pupils may have an opportunity of adapting themselves to whatever circumstances may happen. Supplementary to these are the Stainsby-Wayne shorthand machines. It is here interesting to state that already a post has been promised for the first blind shorthand-typist this school can produce, proving that there is undoubtedly a field of usefulness in this direction for those who are accurately and dexterously trained. It will therefore be the direct aim to train shorthand-typists with the greatest care, as so much is bound to depend upon the success of the introduction.

(To be continued.)

* * * *

Correspondence.

College for the Blind,
Whittington, Worcester.

The Editor, *Braille Review*,

Dear Mr. Stainsby,

re NEW ARITHMETIC.

If the book is intended chiefly for schools I recommend that nothing but examples should be given (the teacher worth his or her salt is of course familiar with the best method of working); that if private students are to be considered the methods and illustrative examples be in a separate volume; that very elementary examples be in a separate volume; *that the harder and longer examples be not omitted*—these I consider most important to the blind who are not content with a mere smattering of the subject, and I have yet to see the arithmetical example which, when worked properly by modern contracted methods, cannot be got upon the full-sized Taylor slate; that in any case approximations and graphs be included.

Pendlebury's latest edition is still hard to beat, though Borchardt's is very good. In regard to mental arithmetic I do not think much space should be devoted to rules and examples in this—it is the duty of the teacher to ascertain and discover the best methods and dodges.

I do not know if the method we have of writing numerals is general. It would certainly save much space, and is not in the least ambiguous. I refer to the use of dot six, *e.g.* $\begin{smallmatrix} \cdot \cdot \\ \cdot \cdot \end{smallmatrix} = 3$.

I use Pendlebury here and have given the boys the longest examples, and also approximations and graphs with much success. For the latter I am preparing a board that will give correct results to one decimal place.

I shall be most happy to be of any use in this matter.

I am, Yours very truly (Signed) G. C. BROWN.

The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION

:: OF TEACHERS OF THE BLIND. ::

VOL. II.

MAY 1st, 1914.

No. 5.

Editorial.

THE answer to Mr. Wardle in the House of Commons on the 23rd of March by the President of the Board of Education with regard to increased grants for Blind Schools has given widespread satisfaction. The grant for Residential Schools is to be at the rate of £13 per unit of attendance, and for Day Classes, £7. The increase is generous, showing at once the Board's recognition of the inadequacy of the former amounts, and its willingness to open a new chapter in the history of State Aid. There is some dry humour in the fact that Mr. Pease's statement referred to the blind alone, and that the deaf had to dispel their misgivings as to their share in the largesse by subsequent inquiry. This was primarily due to the form of the question, but at the same time it is a typical instance of the superior effectiveness of the appeal of blindness. The Deaf Authorities, however, who engineered this last deputation, can afford to be magnanimous on the strength of its signal success. The results of the increase cannot fail to be far-reaching. We may look for a gradual tightening of the reins of central control. Whitehall will not pay out without expecting some return. Buildings and equipment will be more closely scrutinised and a higher standard applied. The qualifications and salaries of teachers, too, will approach those in the best ordinary schools, and as the vicious traditions of commercialism and charity gradually die, the training of the young blind will take its place more and more as an honoured branch of national education. The Local Authorities who have schools of their own will welcome this first step in the long promised readjustment of Imperial and local taxation, and those who do not yet educate their blind directly may be expected to prick up their ears at the news. If the cost in a residential school be covered by its maintenance fee and a £13 grant, the capital outlay for new buildings constitutes the only bar to complete public control of the education of the blind.

The Infant Room as it should be.

SOME IDEAS FOR INFANT TEACHERS.

By A. E. PEARCE.

IT is not my intention to set before you a series of rules and regulations regarding syllabuses of work, time-tables, etc., which I consider should be introduced wholesale into our infant schools. Such a proceeding would be practically impossible on account of the great influence local conditions have upon such matters. I shall simply describe an ideal infant room, the general ideas of which can be applied to any school, the details varying with the personality of the teacher and the type of child she has to deal with.

This ideal has grown in my mind, partly from a study of various educational principles, upon which I have based my theories, as all successful plans must have a sound scientific basis. My chief inspiration, however, has been the children themselves; by watching them I have found out what they need, what they respond to most, and how we can best educate them in the highest sense of the word.

All children are different, and one cannot too highly impress the need for the teacher to study each individual child. But to-day all educational books emphasise this so strongly that one is apt to swing too far in that direction, and to lose sight of the wider characteristics of childhood. Also one must not forget that once a child enters school he becomes a member of a community, and as such must conform to certain rules and work for the good of all around him, cultivating what in later life is known as public spirit. This the child of five or six is ready and willing to do, will the teacher only give him the chance, and he is in no danger of losing his individuality in the process. This does not mean, however, that rigid discipline is to be maintained; it simply guards against a class becoming a collection of units rather than a complete whole. I have seen teachers so intent on allowing their children to develop their individuality that the teacher has lost all control of the children, the children of themselves, and the result was chaos, the strongest children dominating over the weaker characters. This brings me to my great principle: there must be as much order and discipline in the infant room as elsewhere in the school, but there must also be freedom in large quantities—true liberty only being obtained through obedience to just laws. However free the children imagine they are, the teacher must never for a moment lose control of them. Thus if the teacher says, “silence,” she must insist upon having absolute silence, though of course only for a short time. She must not tax the children beyond their powers; as she has a right to expect obedience from the children, so also have they a right to expect fairness and consideration from her.

Let me now turn to the room and its furniture.

The infant room should be large and airy, situated, if possible, away from the other class-rooms, but on no account should it be next the oldest classes who do serious mental work, as the babies will make noises which will disturb both teacher and children. The infant teacher, being one of her class, must not mind noise so long as the children are happy and not disturbing others.

The furniture should consist of: firstly, a piano, a large cupboard to hold toys and other materials, fourteen small chairs, light enough for the children to move easily, and a low table to seat fourteen children. Except during manual lessons both chairs and tables remain against the wall. The centre of the room is bare, covered only with a light rug upon which the children sit during oral lessons or free play, and which can be rolled up during game time. A chair for the teacher, and a couch on which a tired child can rest, complete the actual furniture, but such things as a rocking-horse, swing, doll's house, etc., can be added with advantage.

The children should all wear slippers or drill shoes in the class-room, in order to minimise the noise made when learning to walk, run, or dance, and to allow the muscles of the feet to develop in a way impossible if always encased in stout boots. These slippers can be kept in the class-room, and the children taught to lace and unlace their own boots—a difficult task for small fingers, and one requiring time and patience which cannot be spared when the little ones are getting up in the morning.

The children in the infant class of a blind school should be those of five, six and seven years of age, or any rather older who through neglect or over-attention are physically backward. It should not, however, be regarded as a beginners' class, and all new children, whatever their age, placed in it. Its standard should be physical fitness rather than mental ability. I know from experience how impossible it is to organise a class containing one or two strong, active, but dull children of twelve or thirteen and a dozen delicate children of six and seven; and yet in our blind schools in particular it is the rule rather than the exception that the infant teacher has to cope with such unnecessary difficulties. With the system at present in practice, of admitting children at any time during the term, grading is difficult, but this can be greatly reduced if there is a preparatory class for slow children and those who enter school at the age of twelve or upwards.

As a general rule the blind children of five or six are physically much behind their sighted brothers and sisters, this being generally due to neglect or misdirected kindness on the part of their parents. Be the cause what it may, the fact remains, and it is the duty of the infant teacher to remedy this as soon as possible. She should plan her scheme with this end in view, rather than wondering how much writing, history, or arithmetic can be taught the children during the year. Her aim should be physical development rather than mental, though one is largely inseparable from the other; while the child is playing games he is unconsciously learning to count, talk, etc.

All lessons should be in the form of "play." The child's life is a life of play, in the truest sense of the word play meaning imitation, and involving an expenditure of force and energy. In later life we are apt to confuse play and recreation: sleep is re-creation, but play to the child is as serious as work is to us, and is merely his way of acquiring knowledge. Therefore he must have freedom of action, plenty of space to move about in, opportunity to talk and so express his ideas, and above all, ample scope for using his fingers and ears, for through the medium of his senses he learns. He is eager to learn, ready to grasp all offered to him in suitable form, but he cannot appreciate abstract ideas, and it is useless to attempt to force them upon the child in the infant class. Provide the child with broad, simple, clear impressions, and later he will spontaneously turn to abstract details. These principles guide us in selecting the subjects to be taught.

Arithmetic, reading, and writing may be left out of the timetable, though the writing frame may be used as a toy, the children thereby learning to hold a style and make a dot. Taylor's board and type form an excellent and most attractive occupation, the children being delighted to "make pictures" with their type. I have seen quite tiny children spend a happy half-hour or longer arranging mock battles between two "type" armies, and in "building" houses on their boards.

All oral lessons, history, geography, etc., should be given in the form of stories, and definite periods set apart for telling fairy stories and teaching simple recitations. Nature work should also play an important part in the curriculum, and as far possible the children should plant seeds, bulbs, etc., and watch them grow. Animals such as silk-worms, tadpoles, or even a bird, can be reared in the classroom. All children love living things, and if they are taught to care for plants and animals they learn far more than by simply listening to the teacher talking. Most time should be given to quite informal playing. Let the children sit about and do whatever they wish, wander round the room, examine the furniture, play with toys, or work at any manual occupation. The infant room should contain a large number of toys which the children play with quite freely. They will then become familiar with many common objects and learn their names, uses and form. But during such free time the teacher should be among the children, taking part, explaining, and above all, seeing that every child is active, as blind children are so inclined to sit passive and dream.

The children should have definite physical training such as kindergarten games, running, marching, dancing, both with and without music. All children seem very responsive to music, and I have found that a great help when dealing with very dull, backward children. It is a good plan to let the piano "speak" to the children. By this I mean let the teacher play—say a march, and the children march, then without speaking double the time, thus indicating that they must run, then playing softly, meaning a tip-toe march, etc. I

have seen this method carried out with great success in the infant room of a sighted school, and see no reason why it should not be equally successful with blind children.

Handwork is, of course, essential in the training of blind children, and almost any device the teacher can think of that will train the fingers has an educational value. But of the ordinary school materials, beads and clay are about the most useful in the infant class. Children like threading beads, especially if they can make a necklace for themselves, and the finger training is excellent. But clay is even more useful, as the most clumsy child will work a piece of clay about, and by so doing is developing its fingers. I think ordinary clay is far superior to plasticine as, being cheaper, it can be more often renewed; plasticine becomes dirty and hard after it has been used for a time. Also clay will harden, and good models can be kept and felt by the children. If the clay is kept in a zinc-lined box and covered with a damp cloth it will keep in good condition for a long time.

If this plan of training the children to be active and self-reliant is carried out by the infant teacher; if the children are bright and happy, striving to find their own way about and to acquire knowledge for themselves, then she may feel satisfied that she is truly educating them, and that they will grow up useful boys and girls, even if at the time they cannot spell or do addition sums.

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Notes.

IN asking the College of Teachers of the Blind at its Annual Meeting to welcome the formation of the Teachers' Registration Council, Lady Campbell brought again under review several aspects of this admirable scheme.

"A distinguishing feature of this Registration," she said, "is that the fitness of each applicant for admission to the Register will be decided by his co-workers, as the members of the Council are to be teachers or persons recently engaged in teaching. They will understand the fitness of the candidates better than Inspectors or a Board of Examiners, and will carefully guard the honour of the profession."

When the full regulations come into force, "each candidate will have to satisfy the Council that he or she has the knowledge requisite to teach the chosen subject, has had at least a year's training in the best means of imparting that knowledge, and has proved by three years' satisfactory work in school that the other qualifications which go to make up a good teacher are not lacking."

Up to the present it would appear that only a few teachers of the blind have registered, and we should once again call the attention of our readers to the desirability of taking this step.

Miss A. E. Pearce has left the Newcastle School to join the staff of the Day Centre in Manchester.

Mr. Cowan is going from Wavertree to Bristol, and Mr. Gledhill from Preston to Wavertree.

Mr. Jones, of Henshaw's, is saying good-bye to work among the blind, and intends to enter College next term.

* * * *

ACCORDING to the Constitution of the Association, the Vice-Chairman and Committee for the forthcoming year should be elected by correspondence at some date prior to the Annual Meeting. For this purpose, Nominations should be sent in, not later than May 15th, to the Hon. Sec., 79, Humphrey Street, Old Trafford, Manchester. Members of the present Committee do not require nomination.

* * * *

THE Provisional Regulations of the Mental Deficiency Act are now published. They are, naturally, somewhat general.

Local Authorities are enjoined to seek out such cases as should come under the Act, and to send them to Institutions suitable to the age, sex, class and grade of each patient. Such Institutions shall feed, clothe, maintain, and suitably educate, train and employ the patients received.

The General Regulations state (1) patients shall be classified according to their age, sex, capabilities, habits and behaviour; (2) Institutions shall provide: regular outdoor exercise; frequent instruction and drill; employment in appropriate work; school instruction for the young, specially eye and hand training; separation of younger from older; methods for counteracting bad habits and tendencies.

These regulations are admittedly only provisional. We should certainly like to see a definite interpretation of such terms as "suitable institution," "suitably educate," particularly as applied to the blind. We hope that further regulations will make these and other points clear.

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ALL communications for the June issue should be sent not later than May 15th, to The Editor, *Teacher of the Blind*, The National Institute for the Blind, 206, Great Portland Street, London, W.

The Braille Review.

A MONTHLY DEVOTED TO THE

:: INTERESTS OF THE BLIND. ::

VOL. XII.

JUNE, 1914.

No. 6.

New School for the Blind, Montreal. ✓

ITS SCOPE AND ORGANISATION.

By P. GRAY, Principal

(Late Headmaster, Royal School for the Blind, Bristol).

(Concluded.)

In the school the students are also using the Stainsby-Wayne Braille writing machine—a machine which is ultimately bound to take the place of the Braille writing slate, and it is quite surprising that the majority of the Braille frames are not already on the scrap-heap, since both for simplicity in teaching and excellence of results in every possible way, the writing machine is far superior to the frame. There is, of course, the question of expense, but that will eventually become more and more rectified as the demand for this most excellent and speedy machine becomes universal. The school also possesses the most recent Braille school books, the possession of which again shows much foresight during the initial stages, and the *School Magazine*, that monthly which has made such an auspicious début, is read with relish and advantage; and it seems that it would be much more profitable to do away with the stereotyped school readers altogether in the upper sections of a school and keep the Braille presses busy turning out periodical literature which will be ever fresh and whet the appetite for more. The literature should be “leading,” *i.e.* such as to encourage children to get an introduction to those books which are already in embossed print, in order that they might be so interested in the extracts and reviews that they would not rest until the whole work had been read and understood. Every school should possess the *School Magazine*, and where the question of expense is troublesome, it will be found that the pupils will be only too anxious to contribute half-price for each number after it has been read in class, and it will be of considerable advantage for them to have back numbers in their homes for holiday reading and recreative purposes.

LIBRARY.—Although a goodly number of books are possessed by the school, there are by far too few for the needs of the students, but a great effort is to be made this summer to procure all the available literature from the British Braille presses in Revised Braille. The students, so far, have not that thirsty desire for literature which is such a pleasing feature in the British blind institutions, but this is

only bound to be what is the natural outcome when the acquisition of knowledge has heretofore been practically out of the reach of the students, due to imperfection of training and general neglect. By getting at the root of the matter by the gradual systematic training and thorough mastery of ONE recognised Braille system, then, and only then, shall the genuine desire for healthy and advantageous literature be stimulated.

MANUAL OCCUPATIONS.—Provision has been amply made for the manual development of both boys and girls. In the boys' department a room is fitted up with wood-work benches and complete sets of carpentry tools, and here practically every afternoon is devoted to the acquisition of manual efficiency, and such employments as wood-work, straw-work, bent-iron work and chair-caning are taught. In the near future an Industrial Home is to be reared on the grounds of the institution, where definite manual training introductory to the trades will be undertaken; at the present time the trade department only undertakes the manufacture of brooms, and is located some few miles from the School.

A very pleasing feature of the work is the girls' manual department, for up to the present time blind women in Montreal have not been considered at all as being competent to undertake any sort of trade, industry or profession, and really one begins to wonder if there are any blind women in this city. The girls in this institution number twelve, and the chief industry for them at the present time is machine stocking-knitting; the services of a special teacher for this department have been engaged. Very creditable progress is being made, and the climatic conditions of Montreal and neighbourhood augur well for the lasting success of this industry for the girls who will eventually have to earn their livelihood industrially. They are also occupied in sewing and knitting by hand, and the juniors are engaged in the usual kindergarten pursuits.

PHYSICAL INSTRUCTION AND RECREATION.—One of the rooms in the School has been equipped as a gymnasium with calisthenic appliances, together with chest developers, horizontal bar, parallel bars, and vaulting horse, so that every facility is afforded the students for becoming physically fit. This gymnasium has been entirely furnished by Dr. Milton Hersey, a Montreal citizen who takes much real interest in all that appertains to the welfare of the blind, physically and otherwise, and who is ever ready to add further appliances when he sees that the time is opportune.

The blind in Montreal have most excellent advantages for recreative and recuperative pastimes, especially during the winter-time, and the outdoor occupations are such as would provide untiring delight for British blind children. Tobogganing and skating are specially useful for healthy development, and this school has an excellent toboggan slide, with a starting platform which gives the toboggans considerable impetus, making them slide along with lightning-like rapidity. The toboggans have to be pulled to the top again, affording physical exertion which, though not as much appreciated as sliding, is nevertheless probably more beneficial.

Undoubtedly, skating on real ice is better than tobogganing, and it seems that the Canadian blind children are specially adapted by nature to balance themselves upon skates, for it is really surprising to find how very agile many of them are. Unfortunately the weather is sometimes so very cold and blustering that it is impossible to get out-of-doors. The pupils are encouraged to get about freely by themselves, and to explore the city without the assistance of guides. During the spring and summer lessons will be given in swimming, and already permission has been granted by the Montreal Y.M.C.A. to enable the students to use their bathing-pool for a couple of hours per week.

This school has a great future in front of it, and having made such a satisfactory commencement it is to be hoped that every effort will be made to train the students thoroughly and efficiently, so that those who have been at so much trouble, thought and expense to raise such a lasting memorial of love may have the great satisfaction of seeing the fruits of their labours. May every prosperity attend the administration of this school, which has opened up a new era in the history of the education of the blind in this great Dominion of Canada.

This article has purposely digressed occasionally so as to make it more generally interesting, and if opportunity is afforded, the writer contemplates contributing a further article entitled "Risen from the Ranks," pointing out some of the REAL stumbling-blocks to the progressive teacher in our blind schools, and suggesting a few remedies for their removal.

"True charity, a plant divinely nurs'd,
Fed by the love from which it rose at first,
Thrives against hope, and, in the rudest scene,
Storms but enliven its unfading green ;
Exuberant in the shadow it supplies,
Its fruit on earth, it grows above the skies."

* * * *

International Conference on the Blind, 1914.

TO BE HELD AT THE CHURCH HOUSE, WESTMINSTER,
LONDON, S.W., FROM JUNE 18TH TO 24TH
(BOTH DATES INCLUSIVE).

PROGRAMME.

NOTE.—An asterisk after a name indicates blindness.

Wednesday, 17th June.

7 p.m.—Special Service at the Church of St. John the Evangelist,
Smith Square, Westminster. Organist, Mr. W. WOL-
STENHOLME, Mus. Bac. (Oxon.)* Clergyman, Rev.
C. E. BOLAM,* Rector, St. Mary Magdelene, Lincoln.
Choir of blind singers, or choristers trained by blind
choirmasters.

Thursday, 18th June.*First Session of the Conference, 11.30 a.m. to 1 p.m.*

11.30 a.m.—Opening of the Conference and Exhibition by HER ROYAL HIGHNESS THE PRINCESS LOUISE.

“God Save the King.” Prayer. Chairman’s Address and welcome to Foreign Delegates. Replies.

Second Session of the Conference, 2 p.m. to 5 p.m.

2 p.m.—“The Work of the Unions of Societies for the Blind in England and Wales ; their history and possible developments,” by Mr. HENRY J. WILSON, Secretary, Gardner’s Trust for the Blind, London, and Chairman of the Conference Committee.

Opener of the discussion, Mr. J. FREW BRYDEN, Glasgow.

“How to improve the Attitude of the Public towards the Employment of the Blind,” and

“Legislation (past or impending) on behalf of the Blind,” by Sir ROBERT ELLIS CUNLIFFE, Solicitor to the Board of Trade.

8 p.m.—Reception at Clothworkers’ Hall, Mincing Lane, E.C., by kind invitation of the Worshipful Company of Clothworkers.

Friday, 19th June.*Third Session of the Conference, 10 a.m. to 1 p.m.*

Chairman, The Right Hon. Earl MANVERS, President, Royal Midland Institution for the Blind, Nottingham.

10 a.m.—Presentation of the Reports of the various Committees appointed at the last Conference.

11.30 a.m.—“How to deal with the Incompetent Blind,” by Mr. W. H. ILLINGWORTH, Superintendent, Henshaw’s Blind Asylum, Manchester.

Opener of the discussion, Mr. W. H. THURMAN, Birmingham.

Fourth Session of the Conference, 2 p.m. to 5 p.m.

Chairman, Lord SOUTHWARK, Chairman, Royal School for the Blind, Leatherhead.

2 p.m.—“Pianoforte tuning, an Occupation for the Blind, and how to make it one of the most successful,” by Mr. PHILIP E. LAYTON (Montreal).*

8 p.m.—Grand Evening Concert by Blind Musicians at the Æolian Hall, New Bond Street. The programme will include several works by blind composers.

Saturday, 20th June.*Fifth Session of the Conference, 10 a.m. to 1 p.m.*

Chairman, The Right Hon. Lord KINNAIRD, Chairman, Gardner’s Trust for the Blind.

10 a.m.—FRANCE. “Braille and its Modifications,” by a representative of the Valentin Haüy Association, Paris.

11.30 a.m.—“Work for the Blind in Australia,” by Mr. STANLEY HEDGER, Industrial Blind Association, Sydney, and

Mr. ISAAC DICKSON, delegate from the Queensland Blind, Deaf and Dumb Institution, Brisbane, and The Royal Blind Asylum, N. Adelaide.

12 noon.—Latest date for nominating members for Committees.

3.30 to 5.30 p.m.—Garden Party at the Royal Normal College for the Blind, Upper Norwood, by kind invitation of the Chairman and Executive Committee of the College.

8.30 p.m.—Dinner to Foreign Delegates, at the Hotel Cecil, Strand, W.C.

Sunday, 21st June.

11 a.m.—Westminster Abbey, Sermon by The Rev. Canon GEDGE,*
Vicar of Gravesend.

3 p.m.—St. Paul's Cathedral, Sermon by The Rev. Canon ALEXANDER
(seats reserved for members.)

Westminster Abbey, Sermon by The Rev. Canon PEARCE
(seats reserved for members.)

7 p.m.—Westminster Abbey, Sermon by The Rev. H. J. R.
MARSTON, M.A.*

Blind Clergy and Organists will officiate at other places
of worship in London, see Handbook.

Monday, 22nd June.

Sixth Session of the Conference, 10 a.m. to 1 p.m.

Chairman, Mrs. WILTON PHIPPS, Chairman, L.C.C. Special
Schools Sub-Committee.

10 a.m.—"The Elementary Education of the Blind," by Lady
CAMPBELL, Royal Normal College for the Blind.

Opener of the discussion, Miss GARAWAY, Lady Superintendent,
L.C.C. School for the Blind, Linden Lodge, S.W.

Afternoon.—Visits to: Association for Promoting the General
Welfare of the Blind; Barclay Workshop for the Blind;
The National Institute for the Blind; Incorporated
National Lending Library for the Blind; L.C.C.
School for Myopes; London Society for Teaching the
Blind to Read, etc., Swiss Cottage.

Seventh Session of the Conference, 7 p.m. to 10 p.m.

7 p.m.—"Massage by the Blind," Mr. F. R. MARRIOTT (Harrow).*

"Scouting for Blind Boys and Girls," Captain F. P.
PEIRSON-WEBBER (Stratford-on-Avon).*

"Salesmanship," Mr. P. A. BEST, Director, Messrs. Self-
ridge & Co., Ltd.

"Work for the Blind in Syria," Mr. CHAS. WALKER.

Tuesday, 23rd June.

Eighth Session of the Conference, 10 a.m. to 1 p.m.

Chairman, The Master of the Worshipful Company of
Clothworkers, Sir RICHARD MELVILL BEACHCROFT.

- 10 a.m.—“Blindness in Adult Life”; (a) the totally-blind; (b) the partially-blind, by Mr. M. PRIESTLEY, Manager and Secretary, Royal Institution for the Blind, Bradford.

Opener of the discussion, Mr. COLIN MACDONALD (Dundee).
Election of Conference Committee.

Ninth Session of the Conference, 2 p.m. to 5 p.m.

- 2 p.m.—RUSSIA. “Work for the Blind in Russia,” by M. J. KOLOUBOVSKY, Delegate of the Imperial Government, St. Petersburg.
DENMARK. “Work for the Blind in Denmark,” by M. A. F. WIBERG (Copenhagen), Delegate of the Government of Denmark.
INDIA.—Paper by Mr. A. K. SHAR, Calcutta (Delegate).
8 p.m.—Play, entitled “A Wise Eccentricity,” composed by Mr. SIDDALL,* mainly acted by blind performers.
9 p.m.—Lantern Lecture, “The Blind in America in the 20th Century,” by Mr. C. F. F. CAMPBELL, Founder and Editor of *Outlook for the Blind* (Columbus, Ohio); and Mr. OLIVER H. BURRITT, Principal of the Pennsylvania Institution for the Blind.

Wednesday, 24th June.

Tenth Session of the Conference, 10 a.m. to 1 p.m.

Chairman, The Right Hon. the Viscount VALENTIA, C.B., M.V.O., M.P. for the City of Oxford.

- 10 a.m.—UNITED STATES. “Sight-saving and Light through Work for the Blind,” by MISS WINIFRED HOLT, Secretary, New York Association for the Blind, New York.
11.30 a.m.—“The Partially-Blind and the Myopes,” by Mr. N. BISHOP HARMAN, F.R.C.S., London.
Opener of the discussion, Dr. A. NIMMO WALKER, Liverpool.

Eleventh Session of the Conference, 2 p.m. to 5 p.m.

Chairman, The Right Rev. the LORD BISHOP OF LONDON.

- 2 p.m.—“The Education and After-Care of the Blind-Deaf,” by Mr. W. M. STONE, Head Master, Royal Blind Asylum and School, Edinburgh.
Opener of the discussion Mr. J. M. RITCHIE, Henshaw’s Blind Asylum, Manchester.
3.30 p.m.—“Esperanto for the Blind,” by Mr. W. PERCY MERRICK.*
Opener of the discussion, Mr. H. BOLINGBROKE MUDIE, President British Esperanto Association.
Closing Address by the Chairman.
Benediction.

The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION
:: OF TEACHERS OF THE BLIND. ::

VOL. II.

JUNE, 1914.

No. 6.

Editorial.

THE appointment of an inter-departmental committee to enquire into the condition of the blind is a step of great importance.

It may be that the constitution of the Committee is not above the cavilling of the critical; it may be that the terms of reference might have been extended to include elementary education, but Government Commissions, like old men who take asses to market, may give up the attempt to please everybody and concentrate their thoughts upon the business in hand. No public investigation into the affairs of the Blind has taken place since the Royal Commission of 1889, so that another general stock-taking of the situation is certainly due. The Education Act of 1893, which was an outcome of the Royal Commission's Report, has now attained its majority. It is not too soon to look at its effects as broadly revealed in that time, and in particular to see in what way and to what extent its results have been rendered barren and of no avail by the lack of an equally extensive system of apprenticeship and after-care. If the problems of the blind are to be adequately dealt with, legislation must not stop at elementary or even secondary education. It is becoming more and more a commonplace that, if the citizen of to-morrow is to better the citizen of to-day, the education of the adolescent must follow unbrokenly on the education of the child. Still more obvious is this among the blind. Not only so, in spite of all that training can do, blindness remains a heavy handicap. Therefore the helping hand of the State must not be withdrawn even when adult life is reached. The opportunity before the Committee is a great one. The problem is complicated, but it is, after all, of limited dimensions. The cosmic imagination of Mr. Wells is not required to put such a small house in order, and yet, on its own tiny scale, it is an opportunity for that synthesis and co-ordination which in a macrocosm would lead to the harmony of Utopia. The opportunity is there, we can only hope the endeavour will be, too, and that it will not fail.

* * *

ATTENTION is once again called to the Annual Meeting of the Association, to be held in the Church House, Westminster, on Saturday, 20th June, at 2.30 p.m. There will be really two meetings, one public, and the second confined to members. The main features of the former will be two addresses, by Miss Garaway, the Chairman for the ensuing year, and by Professor Adams, LL.D., the President. To this meeting, members of Conference and others interested in education are cordially invited. The second meeting will transact the necessary business of the year, and discuss any matters which may arise affecting the Association.

The Myope Class attached to the Elementary School.

By A. E. EVERETT.

THE necessity for the establishment of such classes, and the type of child comprising them, were fully discussed in this magazine by Mr. Bishop Harman some time ago and again in last month's issue, but it has been suggested that a short account of some of the practical difficulties connected with their inception, a few details as to the interworking between the Elementary School and the myope class, and the extent to which the aim of the latter (which is to educate the child to the level of the normal with the minimum use of sight, and the least stigma of speciality) has been realised, would be interesting to your readers.

Work done exclusively in the myope class consists of reading, writing, arithmetic, and manual occupations, and difficulties encountered in teaching these subjects will be first recorded, then those connected with organisation.

READING.—The loss of the intellectual development, and the narrowing of the general knowledge, resulting from reading being barred, seemed so detrimental to the child's highest good that attempts were immediately made to counteract this disadvantage.

A small printing apparatus, consisting of plain block rubber type $\frac{1}{8}$ inch in size, was obtained, and a few specimen sheets copied. These proving satisfactory, larger type (1 inch and 2 inches) were procured, and the experiment extended.

Considerable difficulty was experienced in obtaining suitable ink for this purpose, which to give the *best* results must be a *good jet black*, and yet *non-reflective*.

Again, the children who were using the type were not assuming a correct position. They were *bending over their work*. To obviate this a frame was designed, and made by the elder boys in their wood-work lesson, which could be clipped on the blackboard, and an upright position on the part of the child ensured.

These initial difficulties being surmounted, the next point to consider was *how much* of a lesson or book should be printed. With type of this size it was clearly impracticable to attempt to copy the *whole* of a lesson, except, perhaps, those for quite the younger children. It was found to answer best to print two or three selected paragraphs from a lesson, and for the teacher to *read* aloud the remainder of the story, poem or play, and thus give point and finish to the whole. Many of these extracts were printed by the elder boys, and, when finished, provided not only a certain amount of reading matter, but also formed the basis upon which could be built a series of correlated history and geography lessons.

WRITING.—The quickness with which quite young children learned to write, the freedom and ease with which they used their chalk, and the legibility of the written characters, soon proved that the myopic desk and blackboards were excellent for the purpose of *teaching* writing. The strong bold character of the written elements, the size of which the myopic desk ensured, produced more definite

visualised impressions than those formed by smaller print. It is a psychological fact that the more vivid the impression recorded, the more easily is that impression recalled. In view of this, and of the immaturity of sight and mind, and the value physically and educationally of a correct development of each, in an ordinary infants' school, one hopes that the day will not be very far distant when similar desks with a few slight modifications will be considered a necessary part of its equipment.

When once the mechanical art of writing has been acquired, however, its chief mental value is in developing exactness, sequence and continuity of written expression, and it was in this respect that the desk and blackboard for the elder children proved inadequate.

It was found almost impossible to keep a record of the progress or otherwise of the children, and the ease and facility with which "copying" could be carried on, made it difficult to judge the individual efforts put forth. The natural indolence of one type of child was being intensified, and the activity of others retarded by lack of writing space. The first experiment tried was to get four sheets of American cloth nailed to a lath and used on the desk. This provided at once four times the original space, but was not entirely satisfactory, as writing became easily smeared, and the matter necessarily obliterated after each lesson.

Then someone suggested large black sheets, 20 inches by 6 inches, made of black American cloth, treated with a special preparation to make it dull and non-reflective, on the principle of a roller-towel. On these it is possible to print in chalk, in block letters of about 2 inches, the whole of a reading lesson for any stages up to, and including, Standard III., or for an elder child to write a composition of appropriate length. The rotatory movement of the cloth provided writing material in a suitable height for any sized child. If there were wall space sufficient to allow one of these "roller sheets" to each pupil, one aspect of our problem of writing space would be solved. But this provided no *permanent record* of the pupils' work.

The next experiment was with a book made of *black* paper which eventuated in the *black* exercise book—now supplied by The National Institute for the Blind. This book is used on the myopic desk and kept in position by two blackboard clips. Various chalks and crayons were tried, and a satisfactory result at length obtained by the use of white "Conté a Paris" crayons.

These books, though not by any means perfect yet, to a large extent met the necessities of the case. Their advantages in the education of the myopes have been proved, and from many points of view their adoption in the lower classes of normal schools would be beneficial.

In addition to the books, written work done on large sheets of white or black paper (22 in. by 15 in.) with black or white crayons respectively, has given good results. These sheets when filled are fixed together with paper-fasteners, and with the black books form a useful record of individual progress.

ARITHMETIC.—One of the troubles which arose here has been noted previously ; namely, the ease with which it is possible for the children to “copy.” To overcome this, each pupil was required to set down his or her own sum after being given a typical example, and then to work it. This plan did not produce such a variety of problems, but what was done reflected the child’s personal effort, and could be supplemented by verbal examples.

MANUAL OCCUPATIONS.—Manual occupations are *not vocational*. Those followed at present are largely tentative, and on that account one does not feel inclined to speak very definitely as to their possible or attendant difficulties. Light woodwork and paper modelling, for senior and junior boys respectively, are correlated with the general arithmetic scheme. Surveyor’s tapes have been found so far the most satisfactory means for measuring, but an experiment with rulers from strip wood is being tried.

Most of the above experiments have been made after consultation with the organiser of Blind Schools for the L.C.C. and the Council’s Ophthalmologist—and their experiences have been of the utmost value in giving due weight to the pedagogic and medical sides of the question, which must be duly balanced if schools of this type are to be conducted on a practical and scientific basis.

ORGANISATION.—The same difficulties which arise in every small school were experienced, owing to the differences in ages (6–15) and attainments (Infants–Ex. Std. VII.) of the pupils. The special disadvantage which presented itself here was the impossibility of following the usual plan of requiring one part of the class to work silently from books while teaching the other. Again, if written work was the task attempted without supervision, the myopic desk was filled in from one to five minutes, according to the capability of the child. This problem has been partially solved by the free use of the monitorial system.

TIME-TABLE.—The mere matter of planning a time-table to fit in with that of the normal school, and to provide for the special needs of the varying ages and standards of which our classes are composed, was almost as puzzling as attempting to solve the problem of perpetual motion. Eventually a fairly workable specimen was evolved which, with a few additions and alterations, is still in use.

The apathy and inertia of the children, especially those who had been for some time marked as “for oral instruction only,” was another drawback. Having been accustomed to sit and listen, and only take a very modified part in a large portion of the work of an ordinary school, they were, not unnaturally, quite content to sit in a semi-somnolent condition and “do nothing,” and it took a large amount of energy and perseverance to obtain anything approaching that spontaneous activity which should be characteristic of normal intelligent childhood.

ORAL WORK IN ELEMENTARY SCHOOLS.—Oral subjects, which consist of: scripture, history, geography, elementary science, nature study, recitation, singing and physical exercises, occupy on an average $7\frac{3}{4}$ hours per week. Each child is placed in the standard in which he

or she was working when transferred to the myope class, and is promoted according to progress. From inquiries recently made of the head teachers of the school to which we are attached, as to the results of the oral work, it was found that 10 per cent. were assessed as below, 80 per cent. average and 10 per cent. above the average, in comparison with normal children of their own age. Written work would in some of the elder children fall considerably below this standard, on account of the length of time during which they had been under oral instruction only, or out of school altogether. The mental stimulus which the oral work provides is suited to the average intelligence of each standard, and cannot be supplied in as normal a manner by any other means.

Much of the written work is based on oral lessons, and is self-evident of the benefits accruing from attendance at the elementary school.

The success of a myopic school necessarily depends largely upon the cordial co-operation existing between it and the elementary school to which it is attached, and in our case we have been fortunate in obtaining this valuable support.

AFTER-CARE.—Arrangements have been made between the School Care Committee and the Board of Trade Labour Exchange in Holloway Road, for placing the children in suitable employment on leaving school, and watching their career as in the case of normal children up to the age of seventeen. By this means it is hoped in a few years to have reliable data upon which to judge how they compare with children leaving the ordinary school.

* * * *

Our Visitors.

EVERYONE has been shown over a palace or museum, a battleship, library, or picture gallery, either as one of the privileged elect or as a negligible unit in an undistinguished crowd, but the experience of being guide and showman is not so universal. Yet the cicerone sees his fellow-men in an interesting though rather trying light. He has them at a disadvantage and, as he pilots them among his curiosities, can lead them into many phases of unexpected self-exposure.

It has been our lot to conduct many parties through an Institution for the Blind, and this has been a doubly-advantageous position for the purposes of study. Blindness makes a direct appeal to the emotions of our visitors and, being plain people of Lancashire, they say what they think and do not hesitate to attempt the expression of what they feel. By plain people is not meant Mr. Bennett's type of suburbanist who keeps three servants and dresses for dinner, but real plain folk who labour with their hands and whose wives do all the housework. These wives, now that we have mentioned them, should really have come first, for they exceed the men in number, volume and communicativeness. They are always large and always hot, exuding perspiration and good humour, with a ready smile for whatever strikes their sense of the ridiculous, and a tearful sigh for the pathetic.

Our visitors may be divided roughly, very roughly, into two classes—those who expect too little and those who demand too much. The former are struck with amazement at everything they see. They are astonished to hear that a blind child can walk up and down stairs without assistance, or that when eating he can refrain from putting his spoon into his ear. The second class in this dichotomy is much smaller in number, but more refreshing to meet. They have all been told that the blind are wonderful, and they refuse to be balked of their anticipated miracles. “Did he make the case as well?” said one, tapping an old but handsomely veneered piano at which a blind youth was practising. An apologetic reply in the negative confirmed him in his growing suspicions that the marvels of the blind were apocryphal, and their teachers adepts at humbug and effrontery. “I thought as much,” his look seemed to say, “gross bunkum and exploitation of the public, but they won’t take me in.”

Blindness is not exactly the same thing as deafness, and yet among many of our visitors there exists a singular mental confusion on the point. They will watch with interest a blind child at work and, under the impression that since they are unseen they are also unheard, will give vent to remarks most personal and embarrassing. “Are they all *quite* blind?” is the usual overture, delivered in a hoarse whisper that reverberates round the class-room. “You must have a deal of patience to learn them anything”; “This one don’t look quite all right in the head, does he?” and so on through an infinite gradation of tactlessness. The same difficulty in realising that blind people are endowed with all their senses except sight, and in talking to them as normal beings, may be noticed even among folk who pride themselves on their common-sense. If a blind guest and his companion drop in to tea, it is the companion who is asked all the questions, even those affecting the blind man’s appetite and inclination towards cake, matters on which he may strongly object to anyone’s prescription but his own. It may be that unaccustomedness and awkwardness of addressing a person who cannot respond with the quick glance of the eye is responsible for this, but that the idea of deafness does in some cases enter in was proved by the old lady who some years ago attended a concert given by a choir of blind artistes. At the close she heaved a feeling sigh and exclaimed, “Yes, it’s wonderful—perfectly wonderful, and them not able to hear a note they’ve been singing.”

Lancashire people are known throughout the country for a certain persistence of conviction that is the despair of political agitators. Their ideas, once firmly established, acquire a gyrostatic quality of driving the whole mental machine along, regardless of distractions and appeals. One of these “fixed ideas,” noticeable in many of our visitors, is that there are more interesting things than can be seen along the beaten track by which the guide would lead them. If he tries to hurry them on, it is not because he has some fascinating spectacle in store, but because he would decoy them from some mysterious spot of hidden charm. It is therefore the duty of visitors to attempt to outwit the cicerone and to see things which

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:: THE INTERESTS OF THE BLIND. ::

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Some Defects in our Past Methods of Training and Employing the Blind, and of Advocating their Claims before the Public.

BY THE EDITOR. ✓

THE blind have been with us from the earliest ages, and will no doubt continue with us for all time. And yet it is a fact that no earnest endeavour was made to improve their condition until 1784. During the brief period which has elapsed since that date, much has been accomplished. Schools have been established and books put into the hands of the blind; trades and professions have been found which the blind can practise, and their condition and position in the world has been greatly improved. The blind man is now no longer looked upon as a burden and an incumbrance, but the possibilities of becoming a useful and independent citizen are pretty generally recognised. For all this we may well be thankful, especially to those pioneers who have gone before us and have done so much to improve the condition of the blind. My remarks, therefore, must not be taken in the spirit of carping criticism, but as friendly hints for future consideration, and, I hope, action.

For some incomprehensible reason, most of us have argued that because a person has lost his sight, and his fingers must then take the place of his eyes, his fingers must therefore gain him a living. This is altogether wrong, as I hope I shall be able to show. When a person becomes blind he is cut off from many things which attract the attention of the sighted, and as a result has more time and inclination to foster his intellectual powers. On the other hand, he is less able to make the best use of his hands, because in nearly all manual work sight plays so important a part. Statistics and experience prove that the trained blind worker does not earn more than one half the amount a sighted worker in the same trade can earn. The blind brain worker suffers loss, it is true, on account of his blindness, but to a *far less* extent than the hand worker.

I maintain, therefore, that in the past too little attention has been paid to the intellectual development of the blind. I frankly

admit that there is a large percentage of the blind who can never earn a living by their brains, but I am sure that more would have been in better positions if they had been trained with this end in view.

Among the higher forms of employment for the blind, involving brain work, I would place music, the law, the Church; teaching languages, history and other subjects; shorthand and typewriting; telephone and telegraph operating; pianoforte tuning; massage; commercial travelling; etc., etc.

The question may well be asked: how is such employment to be secured when training is completed? My reply is that the Government and municipal authorities could do much—very much—in this direction. They could, if they would, employ a large number of shorthand writers and typists, telephone and telegraph operators, pianoforte tuners, masseurs and masseuses, etc.

I do not wish anyone to infer that *all* blind persons, any more than *all* sighted persons, are fitted for the higher forms of employment, and for those not so fitted handicrafts must be taken seriously into account. And here the same public bodies can assist by reserving for the blind such work as they can do.

The whole point of my remarks is: let us encourage better forms of employment than in the past—*more suitable, more elevating, more remunerative.*

Another defect of the past has been the lack of training in business principles. To the pupil who is to be employed in a workshop this does not matter so much, although it can never be out of place, but it is a serious matter if he is to ply his calling alone with none to advise or direct him. In our universities it is becoming more and more recognised that there should be a department of commerce. And inasmuch as many blind persons, for reasons which I have not time to refer to, work alone, great attention should be paid to training in business principles. How can a man be expected to succeed in business if he have no knowledge of buying and selling, profit and loss, percentages, book-keeping, correspondence, banking, and the host of other things which go towards making a successful business man? Many blind people have had to pay very dearly for this knowledge when starting business or professions on their own account.

The young blind have mixed too little with the sighted during their education and training, the result being that they suffer a great disadvantage when the time arrives for them to start in life, and they are brought into contact with the world. The blind community is a small one, the sighted world being thirteen hundred and seventy times larger. How necessary it is, then, that blind persons should know the ways and doings of the sighted among whom they must live! I confess that there are great difficulties surrounding this suggestion, but urge that attention should be directed to it.

Home industries have received too little encouragement. I admit the claims of the workshop, and confess to the great advantages it affords, but there is, and always will be, a large proportion—perhaps the largest proportion—of the blind who will spend their days working alone, and it is for these I chiefly plead, although I would also include the workshop employee to whom some home industry (call it hobby if you like) would be a pleasure and an advantage. Many profitable hobbies can be undertaken without assistance from the Institution which trained them, *e.g.*: gardening, poultry-rearing, the sale of tea, dairy produce, etc., but in other cases it is of the utmost importance that help in one form or another should be forthcoming either from the Institution, or local After-care Committees. Take one example only to illustrate what I mean—stocking knitting. A little help, guidance and oversight to enable the blind women to *produce* the best work is highly desirable, and further friendly assistance in *selling* the goods is often an essential. And here I would urge my blind friends to accept gladly the help of the sighted in every possible way. A blind gentleman, whose opinion I value very highly, is constantly advocating co-partnership with the sighted, and he admits that this has contributed in no small degree to the extraordinary success of his professional life.

In the past we have worked too much upon stereotyped lines, and have not launched out sufficiently in new directions. Such a policy is an insuperable bar to progress, and I urge that more time, more attention, and even more money should be devoted to what I may term research work. It is well known that all our seats of learning, from the universities downwards, all large and progressive firms, corporations, etc., devote a considerable amount of time, skill, and money to research and experiment. I contend that such is doubly necessary in the case of the blind who are so handicapped in the race of life. I have long been convinced that if an earnest and persistent search were made, professions and handicrafts other than those now practised could be found. Again, the apparatus for the use of the blind, although highly developed, deserves, in my judgment, to have more time and money spent upon it. This would be true economy.

There has been too little co-operation and inter-trading between workshops for the blind, and it is a regrettable fact that some institutions make a practice of buying their goods from sighted firms when they could have been purchased with equal advantage from blind persons, or another institution for the blind.

In a paper which I read at the Exeter Conference in 1911, I urged that the cause of the blind should be brought more prominently before the public through the medium of the press. I am delighted that my desires in that direction have been fulfilled. We have recently had a striking example of the influence of the press on the public, through the efforts of the Hon. Treasurer of the National Institute for the Blind, Mr. C. Arthur Pearson, to whose undaunted efforts, enterprise and skill the blind, and those interested in their welfare, owe so much. Now that the public spirit has been aroused

there is no end to the good that may be done. I am not merely speaking of the financial side of this matter, which is most important, but what a blind friend called the "atmosphere" which has been created through Mr. Pearson's efforts.

Finally, I again ask you to accept these suggestions in the spirit in which they are intended, and I hope that the defects mentioned made be remedied speedily. The horizon of the blind is becoming clearer every day, and there is every reason to believe that by the help and not the pity of the public and the Government, the blind man and woman will be placed in positions of usefulness and independence such as the world have never known before.

* * * *

WE congratulate Bolton on the erection of new and suitable workshops for the blind, also upon the fact that all the money necessary for the building has been raised. Mr. C. Arthur Pearson, the Hon. Treasurer of the National Institute for the Blind, accepted an invitation to open the new buildings. Upon ascertaining from the Hon. Secretary of the Workshops that there was an outstanding debt of some £500, Mr. Pearson at once set himself the task of raising this deficiency, and within eleven days the whole of the money was forthcoming. We compliment Mr. Pearson upon this prompt and kindly action, and wish success to Bolton's enterprise.

* * * *

THE International Conference has come and gone! It has been well attended, and some 30 nations were represented. The larger hall in Church House, Westminster, was used for the exhibition, and the smaller one for the Conference. Never before have such a variety and quantity of excellent articles made by the blind been brought together. The Exhibition included also an extremely interesting Historical Section of old books, prints, apparatus, etc.

We propose for the next few months to publish in *Progress* papers which will be interesting to the readers, and this month we give them Mr. S. Hedger's paper. This gentleman is the son of Mr. H. J. Hedger, Manager of the Industrial Blind Institution, Sydney, N.S.W., and acts as his assistant. He is also librarian of the Institution. The paper is of peculiar interest inasmuch as it deals fully with the state aid which is given to the blind in Australia. On his voyage to England on the "Malwa," Mr. Hedger interested himself in The National Institute for the Blind, having seen Mr. Pearson's appeal in the Australian papers. The result was that he was successful in raising no less than £37 12s., which was handed over to the Institute by Capt. Thompson.

Next month we hope to give a most interesting and informative paper on "Pianoforte Tuning as an occupation for the Blind," by Mr. Philip Layton, of Montreal.

* * * *

Mademoiselle A. Corne, BRABAZON HOUSE, MORETON STREET, BEL-GRAVE ROAD, S.W., who suffers from partial loss of sight, is very anxious to secure pupils for **Conversational French**. Highly qualified, excellent references.

The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION

:: OF TEACHERS OF THE BLIND. ::

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No. 7.

The Essential Mechanical Element in Education.

BY SYDNEY ROBINSON,

Birmingham Royal Institution for the Blind.

"In the reaction against the system which relied wholly on memory and never appealed to the judgment, we may very easily make another mistake equally great by discrediting and undervaluing the memory, by treating it as the Cinderella in the household of the faculties, useful merely as a drudge."

(Fitch's Lectures on Teaching.)

"Learning by heart is now probably somewhat too much despised . . . constant exercise in verbal memorising must still be an indispensable feature of all sound education."

(James' Talks to Teachers.)

THOSE of us who have had the good fortune to make the acquaintance of that charming Scottish play, "Buntie Pulls the Strings," will recollect the remark which Buntie Biggar's father makes to his son about the learning of the catechism. The lad, having been set his usual Sunday morning task, is discovered ere long occupying his attention with matters far more interesting (though certainly less *formally religious*) than such things as catechisms. Being reprimanded, he puts forward the very plausible excuse that he can't understand what he has been set to learn. Whereupon the fond parent, with great earnestness and a sublime indifference to so trifling a detail, makes reply: "Who expects you to understand it? You've got to learn it!" It is almost needless to remark that, having said this, Mr. Biggar marches out of the room—and there the matter ends as far as he is concerned. One can but hope that the lad's good and clever sister will pull the strings here, too, and set him on the way his mind is beginning to seek—the Way of Understanding. However, in matters educational generally, the "strings" have been pulled long ago by wise and zealous teachers who were determined that scholars *should* understand as well as learn. The abolishing of the pernicious system of "payments by results" did much to set education free from the trammels of so unscientific (and in many ways so cruel) an interpretation of its meaning and object. A sane application of modern psychological principles to the practical work of teaching has admirably completed the

liberating process. We no longer consider it an absolute necessity for all the children in a class to get every sum right each lesson, neither do we feel called upon to give the unfortunate dull ones daily thrashings until they succeed in accomplishing this most estimable feat. Nor do we judge the worth of our teaching by the number of scholars in the class who can repeat, without error, great lists of facts of history and geography. And above all, we do not consider ability to repeat the names of all the books of the Bible in correct order, or Psalm 119 without a single mistake, in itself of any real value as an estimate of the standard of morality of a class. No! these things fortunately belong to the past—consigned for ever, let us hope, alongside the thumb-screw and the rack, to the limbo of antiquity.

But, one may be tempted to ask, does not all this dispose of the mechanical element entirely? The force of the argument would seem to be altogether on the side of its being NON-ESSENTIAL; whence, then, the title? The apparent inconsistency, however, is no such thing after all; it is just a question of the point of view. Under the old system learning (quite independent of understanding) was an END in itself; but under the new, learning (through the understanding) has happily become a MEANS—viz., of education. And there is all the difference in the world between these two views. Hence, what the title seeks to establish is the principle that a full appreciation of the spirit of the newer movement still leaves room for the mechanical element in all educational training. Indeed, it goes still further, and proclaims it to be an absolute essential; therefore, it seems incumbent upon us to proceed at once to justify this claim. Having done this, it is our purpose to consider briefly its application to the work of education, in blind schools more especially.

Alexander Pope, with a kindly consideration for his fellowmen in the ills and misfortunes which are the common inheritance of us all, has said:—

“Man never Is, but always To be blest.”

All men must feel deeply grateful to Mr. Pope for this renewed assurance of a millenium in the future, recognising in him the “advance agent” of the good time coming. But we teachers, especially, should be most obliged to him for “the word in season”: we have reason to subscribe most heartily to the first part of his sentence, and as far as the rest is concerned, must try and catch some of the spirit of the renowned Wilkins Micawber, who most undoubtedly had *great* faith in the future. Certainly, if one has only a casual acquaintance with present-day outside criticism of the character and efficiency of our educational system, one might well be pardoned for amending the poet’s line thus:—

“Educational Systems never Are, but always To be blest.”

There is no getting away from the fact that public opinion is largely prejudiced against the present system, admittedly an expensive one.

The point of view taken up as a general rule is the business one: a manifest desire for adequate returns, commensurate with the outlay involved, after the lapse of a reasonable amount of time. But since the criticism offered is largely based upon personal considerations, it cannot therefore be accepted unreservedly as a true and just estimate of the actual state of affairs. And while it may be urged that the conditions are not quite the same in a special school like a blind school, yet the same system in its fundamental principles is the basis of all educational work, and, accordingly, all schools must to a greater or lesser degree stand or fall with it. And there is no denying that, after the personal factor has been eliminated, there still remains an element of truth in the charges laid against the system. Moreover, the possibility of such charges being brought was, without doubt, foreseen by the very men who worked hardest to bring it into being. The two quotations to be found at the head of this little article make this unmistakably clear. Probably no man has done more in the way of influencing modern educational thought than the late William James, and yet he foresaw the danger ahead. In a very recent book upon Education, Prof. Welton (of Leeds University) remarks in the very same connection: "The reaction against unintelligent learning has shown signs of undervaluing the automatic element, which is so important in all the executive activities of life." And criticism from such sources as these is of the utmost value, and worthy of the most careful consideration, since it is from WITHIN—by those who really know and understand. But in taking heed of all this let us make sure that our frame of mind is a composite one. Hamlet, being warned by his friends of the ghost which disturbs the peace of the watch on the battlements, realises fully with them that

"Something is rotten in the state of Denmark,"

and is not long in finding out wherein the "rottenness" lies. Where he falls short is in the power to deal speedily and effectively with the situation, and put into operation such activities as will very soon rid his country of the pest which threatens to destroy her very existence. Our educationist friends have warned us that the danger we are running is one of "despising and undervaluing the memory"; of denying any value whatsoever to the "automatic element," in our zeal to prove ourselves "of the new school" and not "of the old." And experience itself is beginning to demonstrate the fact that this is a very real danger in our practical work. Are we not beginning to feel that the emphasis we have been laying upon the "understanding," and that alone, has not produced the excellent results that we had been led to hope for? True, some of the fault may well be laid at the door of our lack of experience in practical school work and in the right application of principles, but even so, we feel that there is not the "ground work" upon which to build up the structure of our educational system. Our enthusiasm has made us despise "learning by heart," and therefore our education is not "sound." We are anxious to erect a "house" proof against rain, floods and winds; but the one thing necessary for it to be so, is that it be "founded upon a rock." It is in this sense that our work lacks "solidity."

There is no "royal road" to learning : there never has been, and there never will be. Because, under the old régime, pupils were dragged along the road, it does not follow under the new that they must needs be carried—our duty is to help them to walk. Certainly, some will go slower than others, and will not travel so great a distance in a single day, but the great thing is to see that they all *do* walk. Now we all had to learn to walk (physically) and we didn't learn by watching someone else do it ; we started off (very gingerly, perhaps) but still, we did start and by ourselves. Most certainly we fell down many times, and put forward first one frail leg and then the other in a most belaboured and painful manner, but the difficulties soon disappeared, and it was not long before we walked with ease, and without thinking anything about our feet or legs at all. And this is the object in view, the essential thing in the proper carrying out of the operation of walking—the executive processes have become mechanical. And exactly the same is true of the mind in its task of travelling along the road of understanding—there must be the perfection of the essential mechanical processes. As Prof. Welton has so aptly expressed it : "The function of the intellect is to make use of its tools, not to be continually forging them."

There is another aspect of the question which is very important, and which can be said to have a still greater bearing on the value of educational training for meeting the demands and exactions of modern industrial life. Prof. John Adams has reminded us that "Children are not sent to school to be saved trouble, but to be taught to take trouble. Taking pains is one of the main things to be learnt." Also, one of the most brilliant journalists of the day has written thus in the same strain (and in this he expresses the opinions of many not engaged in the actual work of teaching) :

"The coddling process in our educational system has gone too far ; schoolboys are pampered to the point of absurdity. The object of education is the formation of character. If there is no practice in bearing pain, there is no real education. Affliction, unhappiness, misery, are the lot of us all, and unless the twig is bent young it breaks under burdens that a well-trained sapling will endure. Unselfishness and quiet endurance of pain are the solid foundations of great character ; hope and cheerfulness are the superstructures." All this is admirably expressed ; it only remains for us to examine ourselves to see where we fall short, and act accordingly.

What, then, is the practical application of all this to our work as teachers, and, more especially, as teachers of the blind ? One ventures to assert that in the education of the blind the need for the mechanical element is even greater than in the case of the normal child ; viz., in the matter of its vital bearing upon the progress and efficiency of his training for the greater issues of life. If it is imperative for an ordinary scholar to "forge his tools" once and for all, most certainly it is for our children, and to a greater extent. Memory to a blind person is the great stand-by, and unless his mind has been so developed that he can rely upon his memory for much of the data upon which his experience has been built up,

he is going to be grievously handicapped all through life. For, granted that there are much greater facilities for blind people in the way of "written knowledge" to-day than formerly, yet, even now, such are very, very, limited as compared with the opportunities afforded sighted people. Every child has to learn his arithmetic tables, his spellings, the main facts upon which scientific, historical and geographical deductions are built up, "by heart"; there is no help for it. But in after life, should he have allowed some of these to "get rusty," as we say, then he has many opportunities of finding out the necessary information. True, it might be urged that a blind person could do the same to a certain extent by proxy, but that is by no means the same thing; by far the best way is for him to have stored up in his mind such facts as shall be always at his command. Modern psychology, through its teaching concerning the "association of ideas," has established for us the paramount importance of the truth that we have "not so much a faculty of memory as many faculties of memory. . . . A given object is held in the memory by the associates it has acquired within its own system exclusively." (*W. James.*) Also the same writer tells us that "An educated memory depends upon an organised system of associations; and its goodness depends on two of their peculiarities: first, on the persistency of the associations; and second, on their number." Evidently, then, if we are determined that our pupils shall go out into the world with many, rather than few, "points of contact" with its wide and varied interests, the mechanical element **MUST** play its part. The facts themselves have to be acquired, and the greater their number, and the more varied their connections, the wider the intellectual purposes they will serve.

The great test as to what should, and what should not, be learnt by heart would seem to be this: Is a thing of value? Is it worth remembering? Were it simply a matter of learning something, then this question would be quite unnecessary. However, since the point of the whole argument is that the mechanical is of practical use and has a definite purpose, such a supreme test must hold good. There is so much to be learnt that must prove useful to our scholars later on, that we have no need to waste our own and their time with things that are of no consequence. Above all, it is no good whatever learning what is useful, unless it be learnt absolutely perfectly. Mental arithmetic ought to occupy a very important place in the work of our schools. Our children will have to depend entirely on their memories when engaged in the ordinary transactions of everyday business life, and the greater their facility in working out involved problems in their "heads," the better equipped they will be. Also the learning by heart of beautiful passages of poetry and prose (especially of pieces chosen by the scholars themselves) will serve an admirable purpose; for by them "the memory is enriched by a store of strong thoughts and of graceful expressions, which depend rather on their artistic excellence as specimens of language than on any value as statements of truth. And it is this very artistic excellence which gives them their special claim to lie garnered in the store-house of memory."

It was hoped there would be time to say a word or two about the other side of the question, as it specially concerns our schools, *viz.*, the discipline of the mechanical element in our work. Suffice it to say, however, that here again the conditions which apply to the sighted child apply even more so to the blind child, especially the institution child. We know all too well that the blind child can easily get a very false conception of the attitude of the world in general to his particular case. When visitors enter our schools and observe what is being done in class, and the way in which the children are trained as far as possible to be self-dependent, they naturally marvel and encourage the children to believe themselves to be very clever. But when the same children go out into the world they find quite a different attitude shown towards them. Not that people are less kind or less sympathetic towards them, but that when it is a matter of "bread and butter" the position is far different. If any child needs to learn at school that "affliction, vexation, unhappiness, misery, are the lot of us all," and that "unselfishness and quiet endurance of pain are the solid foundations of great character," it is, above all others, the blind child. There is no shirking of life's responsibilities, and those upon whom they will very possibly sit heavily must be prepared by us to the best of our ability to meet them. We all have to tread the Valley of Humiliation, but we believe that Bunyan was "In the spirit" when he wrote of it thus: "I must tell you that in former time men have met with angels here, have found pearls here; and have in this place found the words of life."

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Notes.

OUR Treasurer wishes us to remind members who have not yet paid their subscriptions, that he is still ready to receive. Members should see to this necessary, though trifling, obligation before they embark upon the much more expensive item of holidays. Subscriptions should be sent to Mr. J. S. Hughes, 178, Eastern Road, Brighton.

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It was hoped that the *Teacher* for July would contain accounts of the Annual Meeting of the Association and of the International Conference, but shortness of time has made this impossible, and all we can do at present is to announce that these items will appear in next month's issue.

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COMMUNICATIONS for the August issue should be sent not later than July 15th, to The Editor, *Teacher of the Blind*, c/o The National Institute for the Blind, 206, Great Portland Street, London, W.

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No. 8.

Sir Francis Campbell.

IT is with deep regret that we have to record the death of Sir Francis Campbell, LL.D., Principal of the Royal Normal College for the Blind, Upper Norwood, London, S.E., which took place on June 30th.

To know Sir Francis was to esteem and love him, and the world of the Blind is the loser by his death. We have known Sir Francis for more than thirty years and can speak of his indomitable energy, his skill, his keen perception of the needs of the Blind and his determination to enable them to overcome their difficulties.

For many years Sir Francis was associated with Dr. Armitage on the Council of The British and Foreign Blind Association (now The National Institute for the Blind), and to the end he retained the keenest interest in its welfare. The last time he was able to make the journey to London was on the occasion of the opening of the new buildings of The National Institute by Their Majesties, the King and Queen, on 19th March, 1914.

The following is taken from an account of the funeral kindly supplied to us by Lady Campbell to whom we offer our sincere sympathies.

The funeral service of the late Sir Francis Campbell, LL.D., Principal of the Royal Normal College for the Blind, Upper Norwood, from its opening in March, 1872, to July, 1912, was held at St. Andrew's Presbyterian Church, Upper Norwood, on Saturday afternoon. The service was simple, yet very impressive. The obsequies evoked striking testimony of the place Sir Francis had won in the estimation of all classes. The church was filled by his sorrowing friends. In addition to those connected with the Royal Normal College, there were representatives from a number of blind institutions and societies, and many local people. Blind people came from distant places to pay their last tributes to him whose enthusiasm had warmed their hearts and had taken them with him, as it were, to the top of the hill on which they had looked down on the land of promise—in the case of many a life of self-support which before had seemed hopeless. Now Sir Francis was dead, and they had come to honour his memory. All the present pupils at the College over 16 years of age were early seated in pews near which the coffin was presently to rest, and from two o'clock onwards the church quickly filled.

The service was conducted by the Rev. J. M. Witherow, M.A., the Minister of the Church. The musical portions were feelingly rendered by the Royal Normal College Choir and Mr. A. J. Eyre, M.R.A.M., F.R.C.O., was at the organ.

During the seating of the large congregation Mr. Eyre played well-chosen pieces; these included Largo, from Beethoven's Second Sonata; "Lift thine eyes" (Mendelssohn); "The Lord is my Shepherd" (Schubert); and "Hear my Prayer" (Mendelssohn). The three last compositions were special favourites of Sir Francis Campbell. As the coffin was borne into the church Mr. Eyre played "Nearer, my God, to Thee," to an old tune Sir Francis was particularly fond of when in the United States, and which he taught to the pupils many years ago.

After the coffin had been reverently placed in front of the pulpit, near the large number of lovely floral tributes which had been sent, the impressive service was commenced with the reciting of the Lord's Prayer. Then followed the hymn "Now the labourer's task is o'er," and the reading of the 90th Psalm by the Rev. J. M. Witherow. Then came Mendelssohn's short but beautiful anthem, "Cast thy burden upon the Lord," most expressively sung by the College Choir. Another reading of the Scriptures followed, Mr. Henry J. Wilson (Secretary of Gardner's Trust for the Blind), reading the 15th chapter of Corinthians.

REV. J. M. WITHEROW'S ELOQUENT TRIBUTE.

The Rev. J. M. Witherow then gave an address, in which he paid an eloquent tribute to Sir Francis Campbell's life and work. He said: "We have gathered to-day to pay the last offices of respect to Francis Joseph Campbell, one of the richest gifts the New World ever gave to the Old. We cannot here survey the events of a strenuous life that lasted over eighty years, nor can we dwell upon his insight into character and his warm affections, or even on his artistic and intellectual endowments, seen so clearly in the masterly organisation of the College with which his name and fame will ever be inseparably intertwined. Out of the long and interesting story what claims most attention now is, I think, the courage, the glorious courage with which our departed friend throughout life accepted the deprivation, the terrible deprivation, of joy and power that began when God took away his eyesight. God led him into the dark but He gave him a hero's heart. He accepted God's will, but discerned that it was not God's will that his life should be wasted or become a burden upon others. And the story of his triumph over grievous difficulties in education, and how he equipped himself for self-support and efficiency in his profession, will thrill everyone who loves to hear of manliness and determination, noble, unconquered and unconquerable. Better still—our friend heard the call of God to come out unto his brethren—the same call heard by Moses, and Paul, and Francis of Assisi, and Shaftesbury, and many other heroic saints—and like them he arose in the day of his own success and came

out to his fellow-sufferers, the blind. What he had done, he considered all the blind could do, and ought to be assisted to do. To this purpose he consecrated his time, his talents, and his indomitable energy. Forty years ago much was done for the blind which I do not at all wish to depreciate, or even seem to depreciate, but forty years ago the darkness of many sightless eyes meant an even intenser blackness than it means to-day. It was to them then the blackness of helplessness and despair, and for such as these in a great measure the clouds have now lifted—a result which is largely due to the strong man whose loss we are now mourning.

For Sir Francis Campbell vindicated the economic worth of the artistic and intellectual capacity of the blind. He vindicated it to the blind themselves, and also to the outside world. He led forth hundreds and indirectly thousands of those who were unsuited for manual labour, from the misery of helplessness and dependence to the joy of sounder health and personal freedom, of self-maintenance and self-respect. He did so in obedience to a high God-given ideal, and for this outcome of his consecration many many homes will to-day thank God even through their tears. No one could pass many moments with Sir Francis without noting his zeal for his beloved pupils, his confidence in their powers, and his anxiety to promote their interests. It is their hope to-day that he knew how much they loved and honoured him. Their friend and father had weakened perceptibly during the last twelve months. Tended by loving hands, he suffered little pain. Those about him and those who saw him knew that he was waiting, quietly waiting, and quite ready. He had heard God's mild curfew. His long, hard, glorious work was done. His face was set towards home.

We sorrow very deeply and tenderly with those whose loss is sorest. They and some of us here present will miss the old man for many and many a day. Otherwise, dear friends, there is here no cause for tears. A strong, full, pure, beneficent life passes out in love and peace, with the sustained beauty and finish of perfect music. The melody ceases but not the joy and with the musician the melody abides for ever. Let us take courage. Let us thank God for this brave and good man who from his own affliction drew power to comfort so many hearts, and has now passed out of this world's darkness into the eternal light."

Mr. Witherow's splendid tribute was very fittingly followed by Tennyson's "Crossing the Bar," beautifully sung by the Choir to Barnby's music. It was a rendering that will be long remembered by everyone in the Church.

[We cannot refrain from quoting Tennyson's beautiful words.—EDITOR.]

“Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar
When I put out to sea,
But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless deep
Turns again home.

Twilight and evening bell,
 And after that the dark !
 And may there be no sadness of farewell
 When I embark;
 For, though from out our bourne of time and place,
 The flood may bear me far,
 I hope to see my Pilot face to face
 When I have crossed the bar."

Prayer by the Minister followed, and then the choir and congregation joined in the well-known hymn, "Abide with me." After the Benediction the bearers again took up their burden, and as the flower-laden coffin was carried from the church, Mr. Eyre played Chopin's "Funeral March."

The chief mourners were:— Lady Campbell, Mr. and Mrs. Guy M. Campbell, Mr. and Mrs. Chas. Campbell, Mr. Sidney Campbell, and Mr. Tebb.

Among the large and sorrowing congregation were Lord Lamington, G.C.M.G., G.C.I.E. (Chairman), Mr. J. Beddow, Dr. W. H. Cummings, Col. Frederick Campbell, Mr. H. Carte de Lafontaine, Mr. H. B. Grimsdel, and Mr. A. Miall (members of the Executive Committee); delegates who attended the recent International Conference on the Blind, from the United States, Canada, and Australia; Mr. and Mrs. Henry J. Wilson, of the Gardner's Trust for the Blind; representatives from the leading Institutions and Agencies working for the blind in London; the entire staff of the College; the Rev. Canon Joynt, the Rev. W. B. Taylor, Mrs. F. Campbell, Mrs. and Miss Rice Byrne, Dr. Rosenheim, Mr. Stuart Johnson, Mr. Henry Stainsby, Dr. A. W. G. Ranger, Mr. J. Tennant, Mr. W. F. Hamilton, Mr. and Mrs. Wm. Carruthers, Mrs. Wm. Wright, Mr. and Mrs. I. Griffith, Dr. H. Hetley, Mr. J. W. Gardiner, J.P., Mr. E. Darbyshire, Miss E. Prosser, Mr. J. A. Botham, Mr. P. S. Cufflin, Mr. R. Jackson, Mr. J. Smith, Mr. J. G. Atkinson, Mr. F. Stevens, and many others.

After the service the remains were conveyed to Golder's Green for cremation, and the flowers sent to different hospitals.

Mrs. Guyot.

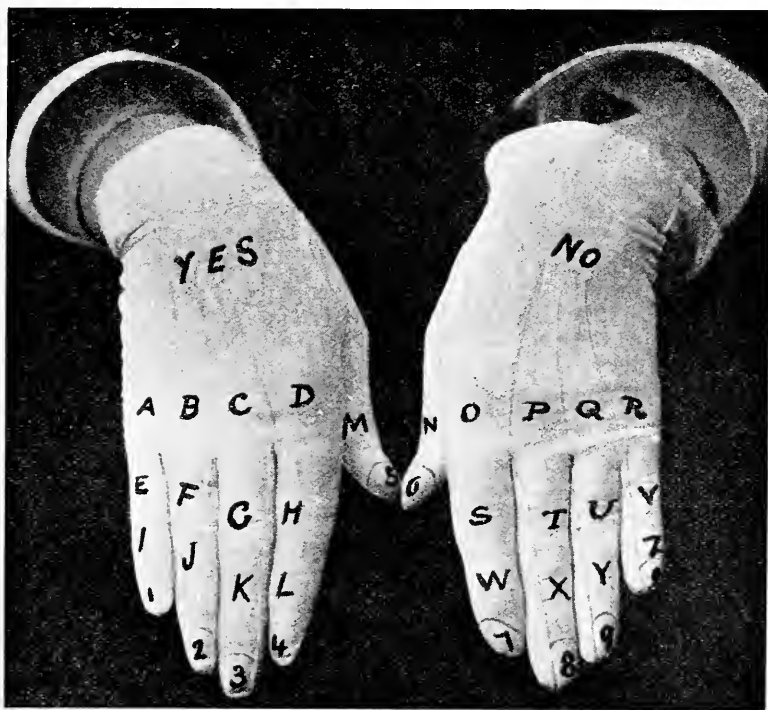
WE much regret to record the death of Mrs. Guyot, better known to our readers as Miss Blott. As in the case of Sir Francis Campbell the world of the Blind is poorer by the removal of Mrs. Guyot, who was loved by all who came in contact with her. A Christian lady, highly refined and educated, Miss Blott was first encouraged to go forward by the late Dr. T. R. Armitage. Before losing her sight, Miss Blott studied art, and it was a pathetic sight to see her beautiful pictures hanging in the rooms she used.

For many years she kept a private school for the blind and received pupils who for various reasons could not be admitted into ordinary schools. A short time ago she married the Rev. Charles Guyot, a clergyman of the Church of England, to whom our sincerest sympathies go out. Mrs. Guyot was a member of the Book Committee of The National Institute for the Blind, and its Local Hon. Secretary for Evesham where she lived.

Mr. C. Arthur Pearson.

At a meeting of the Council of The National Institute for the Blind, held 14th July, 1914, Mr. C. Arthur Pearson, the Honorary Treasurer of the Institute, was unanimously elected its President. Mr. Pearson will continue to occupy the office of Honorary Treasurer. This high honour is a fitting recognition of the valuable services Mr. Pearson has rendered to the Institute and to the great cause of the blind.

Gloves for the Deaf-Blind. ✓



THE above photograph illustrates a method suggested by Mr. Leslie Callard, of St. Albans, by which an inexperienced person can communicate with one who is Deaf-Blind. Should the Deaf-Blind person be also dumb he can speak to the sighted, by simply pointing out the letters of the message he wishes to convey with the index finger of either hand on his own gloved hands, and it can be read by the sighted.

Sunderland Institute for the Blind.

WE much regret to learn that the financial position of this Institute is such that at a meeting of its General Committee, held July 8th, it was decided that the Institute should be closed, and that as soon as practicable a detailed account of its liabilities should be drawn up and issued. A draft of a letter to be sent to the creditors was agreed upon.

The most disastrous feature of the closing of this Institute is that about 40 blind men and women are thrown out of employment. The National Institute for the Blind is stepping into the breach, and a campaign for raising funds will be started immediately the holiday season is over. Until the Sunderland Institute is re-opened The National Institute will pay the blind workers such weekly sums as will approximate to their average earnings.

Free Passes for the Blind.

IN response to an appeal by Mr. C. Arthur Pearson, President and Hon. Treasurer of The National Institute for the Blind, a valuable concession has been made to necessitous blind people who have occasion to travel on the Metropolitan District Railway, the London Electric Railway, the Central London Railway, the City and South London Railway, and the omnibuses of the London General Omnibus Company. Free passes will be issued to blind people who are accompanied by a guide, the ordinary fare of the guide being paid. These passes will be issued on the same general conditions as on the London County Council tramways. When the application forms are ready they will be obtainable from Mr. W. E. Mandelick, Electric Railway House, Broadway, Westminster. S.W.

Free Tram Rides.

THROUGH the kindness of Mr. Gregory, Secretary of the National League of the Blind, we are enabled to publish a list of towns in which the blind are allowed to travel free on the trams :—

Aberdeen.	Chester.	Northampton.
Accrington.	Dundee.	Nottingham.
Birkenhead.	Glasgow.	Oldham.
Birmingham.	Halifax.	Preston.
Blackburn.	Huddersfield.	Salford.
Bolton.	Hull.	Sheffield.
Bournemouth.	Kilmarnock.	South Shields.
Bradford.	Leeds.	Stockport.
Burnley.	Leicester.	Sunderland.
Bury.	Manchester.	York.

London—necessitous blind person travels free, but must be accompanied by his guide who has to pay.

West Ham—same as London.

Newcastle-on-Tyne—same as London.

Wigan—Common fare of one penny; some of the tram rides are very long.

The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION

:: OF TEACHERS OF THE BLIND. ::

VOL. II.

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Editorial.

IN death there is a finality without appeal, a stark irrevocableness which must occasion sorrow, but sorrow in many varying degrees. At some unforeseen catastrophe, at a life apparently cut short, there is the grief which cannot acquiesce, which raises against Destiny the crude protest of a broken pillar. There is, on the other hand, the sorrow of resignation, an accepting of the elemental fact of mortality softened by consciousness of the rounded completeness of the life which it mourns. It is akin to the sadness of a peaceful sunset after a day of honour and fulfilment. The living warmth must depart from the sky. We cannot retard its waning and we are sad because of our pathetic unavailingness in face of the silent, resistless march of time. Sir Francis Campbell has gone but not before his work was done. He aspired, he struggled indomitably and he attained. He was one of the few who could bend environment to their will and out of adverse circumstances, build a ladder to success. What constituted his greatness was that in fighting for himself he fought for others and by his success, made it easier for others to succeed. With passionate fingers he wrenched from life the divine privilege of serving his fellows ; higher blessing no man can enjoy.

It is curious to note in lives about us, the infinite gradations in which flesh and spirit, matter and energy are compounded. The range extends from the clod who drags a half-awakened mentality through the processes of existence to the eager, tireless spirit which drives that trained slave, its body, at the ceaseless working of its thought. Sir Francis Campbell seemed to have worn his frame to something of his own ethereal temper. He was a radial centre of energy, sensitive, stimulating and contagious. The Hamiltonian psychologists would have delighted to cite him as one in whom will was supreme. He was characteristically a motive force and so his life work gives us a juster estimate of himself than is the case with

many men. The "undone vast" burdened him little; he found it sufficient to plunge headlong into the work that lay at hand. As teachers of the blind we looked up to him as the first and greatest among us. His place was unique and it is doubtful if any single person will again wield as much influence as he did.

THE Second Annual Meeting was a notable success and marks on the part of the Association a further step into maturity. The presence of the President and the brilliant address which he gave are matters in which we can take a just pride for many a day. Professor Adams is the greatest living exponent of education and one who brings to the illuminating of his subject an inexhaustible fund of relevant humour. Those members who were able to be there were fortunate indeed. We teachers of the blind are in some ways in an educational back alley and it is good for us occasionally to emerge and have talk with the great engineers of the main thoroughfares. We are, at the same time peculiarly liable to incursions from the Philistines and so too, it is good for us occasionally to enjoy again the inspiration of pure doctrine.

The Annual Meeting saw the first change in our office bearers. Mr. Stone's term of office has seen the rapid growth and firm establishment of the Association and to him personally it owes much. By his sympathy and kindly consideration he has brought together our members and encouraged corporate spirit as no one else could have done while with Miss Garaway as Chairman for the forthcoming year we are again assured of skilled and helpful guiding.

Of new developments the most important is the intention of the Association to publish separately its own organ. On this question there was surprising unanimity and if the Magazine is loyally supported by the members there can be little doubt that a wise and fruitful step will have been taken.

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The Fourth International Conference on the Blind.

THE International Conference of 1914 is a thing of the past. Peace to its ashes. If we remember rightly it was after the second International Conference, that held at Manchester, that an ingenious gentleman wrote an article entitled "The Utility of Conferences." Will he not now write us another on the "Futility of Conferences." We were promised big things at the London Conference, and in truth we got them,—good measure, pressed down and running over. May the results also be big. Never before has a Conference in this Country been so largely attended by Representatives from across the seas, never anywhere, we venture to say, has

there been a finer exhibition of work made by the Blind ; and surely nothing could have exceeded the arrangements made by Miss Beatrice Taylor for the hospitality shown to those coming from a distance.

The Conference opened on the evening of Wednesday, June 17th, with a special Service in the Church of St. John the Evangelist, Westminster, when a sermon by the Rev. C. E. Bolam, a sermon of remarkable significance, was preached. There was a good congregation of the rank and file of the Conference. Unfortunately, but very few of the "leaders" were able to be present. The Thursday morning session was taken up with the welcome to foreign delegates (are Colonials foreigners?) and many of these responded each in his or her own distinctive manner. The exhibition was then opened by Sir Melvill Beachcroft. The first paper of the Conference was read by Mr. H. J. Wilson, the subject being "The Work of the Unions and Societies for the Blind in England and Wales." Everything that Mr. Wilson takes in hand to do is well done, and his paper proved one of the greatest value.

The first business on Friday morning was the presentation of reports, and some time was spent in considering a motion by Mr. W. M. Stone that a British Association of Workers for the Blind should be formed, and that the control of future Conferences should be in the hands of this body. The matter was referred for consideration to the Conference Committee, who were instructed to bring up a report later in the week. Mr. Illingworth's paper on "The Incompetent Blind" occupied the rest of the morning session, the discussion ensuing flowing over into the afternoon. Mr. Philip Layton's paper on "Piano-tuning" was, however, the principal feature of the afternoon session. A most diverting paper it proved to be, and it was charmingly read by Mrs. Layton.

On Saturday morning we talked of Braille, and the Representatives of the Uniform Type Committee of the United States had their innings, and made a very good score. The case for compromise was stated in a remarkably lucid and temperate way by Mr. Randolph Latimer, Miss Pearl Howard, Mr. Fowler and others. The "Foreigners" from Australia described what is being done for the Blind in Australia, and greatly impressed the Conference with the completeness of their methods. Australia was very fortunate in its Representatives. In the afternoon the Conference was divided, the majority going to Norwood, but a considerable number remained at Westminster to hear Professor Adams deliver his address to the Association of Teachers of the Blind. In the evening the Conference Dinner took place at the Hotel Cecil, and was attended by a company of about 250. There was some very good speaking, notably by Mr. Alan Burgoyne, M.P., who presided, and by Mr. Lundberg, the orator of the Conference, who made felicitous references to the two Kings Henry and to Queen Beatrice. Mr. Lundberg's knowledge of English history is so complete that we rather expected him to make further reference to King Arthur and his Knights of the Round Table.

How Sunday was spent we really do not know, and think it better not to surmise.

On Monday morning the Conference gathered in full strength to hear Lady Campbell on "The Elementary Education of the Blind." Education has frequently formed the subject of papers at past Conferences, but we venture to say that Lady Campbell's paper is the most important contribution yet made. The thoughts of most of us had been continually on the sick room at Norwood, and we were filled with hope, hope, alas, not to be fulfilled, by the report Lady Campbell gave us that her distinguished husband had wonderfully rallied. Among those who took part in the discussion on the paper were Miss Garaway, Mr. J. M. Ritchie, Miss Petty, Mr. P. Gray, Mr. W. M. Stone, and Mr. C. A. Pearson.

On Tuesday morning we listened to a paper by Mr. Miles Priestley on "Blindness in Adult Life," and in the afternoon there were delightful and useful contributions by Delegates from Russia, Denmark and India.

The Wednesday morning session was shared by Miss Winifred Holt, who explained her work in New York, and by Dr. Bishop Harman, who spoke with authority on "The Partially Blind and the Myopes." The last afternoon of the Conference was devoted to a consideration of "The Education and Aftercare of the Blind Deaf" and to Esperanto. We are quite sure that Mr. Percy Merrick must have made many converts, and that Esperanto will be taken up warmly in our Schools. A speech by the Bishop of London, followed by the Benediction, brought the London Conference of 1914 to a close.

One or two things yet remain to be mentioned. The Concert by blind musicians was an entire success, and was rendered noteworthy by the wonderful piano playing of Cav. Fabozzi. Probably never before has the musical ability of the Blind, as displayed in every item of the programme, been so well brought before the public as on this occasion. Unfortunately, the public was not there to be impressed, and not a single reference to the Concert as far as we can find out, was made in any London paper. Mr. Siddall's clever little play was performed on Tuesday evening in the Central Hall. This, again, should have drawn an outside audience, but it did not do so, and in consequence its very purpose was defeated. The Lantern Lecture of Mr. Charles Campbell and the address of Mr. Burritt both suffered from the lateness of the hour.

The new committee was elected on Tuesday, and the result declared on Wednesday. There were a great many nominations, but the result showed that the Conference retained its confidence in the old committee, only one former member being defeated. The Rev. St. Clare Hill, and Messrs. Illingworth and Stone did not seek re-election. We are glad that our Chairman, Miss Garaway, has a place on the new Committee.

Were any new reputations made at the Conference? Probably one was—that of Mr. Absell, upon whom a very great share of the hard work in preparing for the Conference had fallen. Mention ought also to be made of the excellent arrangements made by Mr. Stuart Johnson and his assistants, Captain Guthrie and Mr. Fooks. We cannot conceive what we should have done in the matter of arrangements without Mr. Guy Campbell. Probably the amount of time and work he gave will never be known. No one who attended the Conference will ever forget the graciousness and kindness of Miss Beatrice Taylor. Upon Mr. Henry J. Wilson, however, fell the fullest burden of work and anxiety connected with the Conference, and it was once more made manifest how deep is his devotion to all that pertains to the welfare of the Blind.

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Annual and Business Meetings.

THE Second Annual Meeting of the Association was held at Church House, Westminster (by kind permission of the Conference Committee) on Saturday 20th June.

Mr. Stone took the chair at 2.30 and opened the proceedings. In introducing Professor Adams to his audience he said that though the Association might not seem excessively big in numbers, yet it included practically every teacher of the blind in the country and from that fact alone it was of considerable importance. The Association he said, had been fortunate at the very outset in securing as President so great an educationalist as Professor Adams. The first time he had met Professor Adams was in the Theatre of Edinburgh High School at the Annual Meeting of the Educational Institute of Scotland. The Institute in those days had never been known, in its discussions, to stick closely to the matter in hand, and had proved the despair of its chairman. In the year of Professor Adam's Presidency, however, it met its master and for the first time, order reigned in its meetings.

The President took as the subject of his address Theory and Practice. Unfortunately no report was made and we are able to give only the main points of his speech.

THEORY AND PRACTICE.

Theory is after all only the rational side of practice. No teacher can by any possibility avoid being a theorist if he uses his intellect at all. An ordinary practical teacher in explaining his practice is really enunciating his theory. Those teachers who profess to despise theory usually claim to rely upon actual experience and call themselves empirics: the word is rather a pretty one, and in any case is better than its equivalent—quack. We must not, however, allow theoretical considerations to interfere with the actual practice of teaching. When we are before a class we must not be expected to

deal consciously with theoretical considerations. It is sometimes said sarcastically that teachers are encouraged to study theory in their college class-rooms in order that by and by they may forget all about it when they come before the actual classes they have to teach. There is an element of truth in the sarcasm. What is really meant, however, is that in studying theory the teacher is acquiring points of view in such a way that when he is before his class he has certain principles at the back of his mind which determine how he shall act in this case and in that. A teacher's theoretical study of method is really a process in which he acquires a paid-up capital of effective guidance in practice. Herbert Spencer has a fruitful remark that knowledge when it is taken into our experience becomes a part of us, and in this way functions in all future applications of acquired knowledge. In other words fact becomes faculty. The teacher is a different person because he has studied certain theoretical considerations. The teacher's glory, as a matter of fact, is that he is an essential mediator between theory and practice. It is impossible to get a purely mechanical teacher. The very essence of teaching is the imparting of life to principles that otherwise would be dead. Teachers too often desire to be provided with what are vulgarly called "tips." They want to be told exactly what to do under certain given circumstances. Their ideal appears to be the same as that represented by such books as "Mrs. Beeton's Manual of Cookery." The real teacher, on the other hand, understands that his function is to apply intellect to the co-ordination of theory and practice. It is the glory of a teacher that by no possibility can his work be done by a machine.

Mr. H. J. Wilson, in moving a vote of thanks said :—"It gives me very great pleasure as one of the Vice-Presidents of the Association to propose a vote of thanks to Professor Adams for his remarkably interesting and instructive address. I am sure I am only voicing the feelings of this meeting, when I say that we are grateful to Professor Adams for finding time out of an exceedingly busy life, to come and address us. You teachers must keenly appreciate his kind and helpful words, scintillating as they did with a deep vein of humour. I am not going to make a speech, but cannot lose the opportunity of assuring you how greatly I admire and value the profession of teaching. It is my privilege and pleasure to be on the council of two large training colleges for teachers, viz. : Whitelands College for Women and St. Mark's for Men, and therefore I know something of the arduous duties in preparing to be teachers. And also as Chairman of The College of Teachers of the Blind I hear through the examiners the difficulties of some of those who sit for the certificate. I often think that when people visit schools at prize festivals or on other special occasions, they do not realise in the least the constant care and attention that has been bestowed on the children by the teachers. They only see the results and not the self-sacrificing devotion and the unceasing laborious work that leads up to them. It is a trite saying that teachers hold a most responsible position.

They are surrounded by a band of children, who are intensely imitative and have been described as excellent detectives. The bright innocent penetrating look from the eyes of seeing-children seems at times to pierce through one, and the teachers are perpetually under this searchlight. And so, too, the blind child with that pose when listening intently and the expectant look on his face is ever on the alert, and so to speak, watching the teacher. The children's minds are in a plastic state and often their whole lives are moulded by the influence and character of the teacher. After all does not education largely consist, as Newman says in his *Politics of Aristotle*, 'in acquiring the power and the will to do that which is distasteful to us, when it ought to be done.'

After this slight digression I will return to the original subject and repeat our most hearty vote of thanks to Professor Adams, and I have much pleasure on your behalf of expressing them to him."

Mr. Ritchie seconded. He thanked the President both on behalf of the Association and for himself. Professor Adams had treated his unwarrantable demands with such forbearance and kindness that to have had epistolary dealings with him made it almost worth while having been Secretary.

The Chairman in offering Professor Adams the thanks of the meeting referred at the same time to the gratification felt at the presence of Mr. Wilson.

After Professor Adams had briefly replied, the chairman called upon Miss Garaway to accept the Chairmanship for the ensuing year. Miss Garaway, he said, was well known to all the members as one of the founders and leading workers of the Association. They looked forward to a great year under her management.

Miss Garaway who was warmly received, thanked Mr. Stone for his words and said :—

REMARKS AT ANNUAL MEETING, June 20th, 1914.

"After listening to Prof. Adams I feel I cannot speak to you on an educational subject, but seeing we are a whole year, and rather more than a year old, it may not be out of place if I say a few words about ourselves.

First, our numbers, about 120, are a source of much congratulation; but there is still recruiting to be done, for there are several in our work who have not yet joined us, and I would urge all our members to do their utmost to induce them to do so, and to give us their whole-hearted support. And, speaking of whole-hearted support, I am sure the Editor would appreciate your showing it by generous contributions to the Magazine. We owe him very much for it is not easy to provide subject matter month by month, when members not only hesitate but refrain from contributing. If we should sometimes wish that the magazine were bigger, we must remember that it is we who are responsible for its size. So, please overwhelm the Editor with your contributions—and the Treasurer with your subscriptions.

Now as to what we have done. I think the Association has greatly strengthened its position during the year. In many small ways, which it is difficult to enumerate but which are none the less important, progress has been made and ground won. The evidences of this are numerous.

The result of the work done by the Registration Council is known to you all. It only remains for us each one to see that our name is on the Register without delay.

As to the Mental Deficiency Act. Your instructions of last annual meeting were carried out.—We asked the College of Teachers of the Blind and the Smith Training College to co-operate with us in approaching the Secretary of State. They agreed and the necessary steps were taken. The Home Secretary consented to receive us, but eventually delegated the duty to the Board of Control, before whom we attended and stated our views. We urged :—

(i.) That the mentally defective blind should not be scattered in the ordinary homes for the mentally defective, but two or more homes for the blind should be established, preferably in the country, where they could have specialised attention.

(ii.) That the mentally defective blind should be carefully graded according to sex, age and mental deficiency.

The reception of our deputation was on the whole sympathetic, and full consideration of our points was promised; but just as we were leaving two or three members raised objections to our views. However, we can but await developments. We must admit though, that the omission of any mention of either blind or deaf in the regulations already issued is disappointing.

There remains much work for us still to do, on the lines on which we have begun and on many others. For instance, it may be wise of us to organise more fully some branches of our handiwork; we must guard against abuses, help those of our members who need support, and by all means in our power seek to promote the good of this Association, whose welfare we all desire.

BUSINESS MEETING.

Miss Garaway took the chair at 3-30. The Secretary reported that the number of members had remained fairly constant throughout the year and stood at 120. Four or five names had been added and about the same number taken off. At the Committee meeting held a fortnight previously it had been felt that an effort should be made to induce the few teachers still outside the Association to come in. For this purpose the district organising secretaries were re-appointed and it was hoped that this action would soon bear fruit.

Miss Garaway, reporting on the Mental Deficiency Act and supplementing what she had already outlined in her Chairman's

address said :—"We were disappointed that the Provisional Regulations issued by the Board of Control made no reference to either the Blind or the Deaf.

These regulations deal largely with the forms required from Local Authorities and for petitions on individual cases.

The Associations of the Deaf wrote and asked us to support them in an effort to get the question "Whether Blind or Deaf" inserted in all such forms. They had approached the Board of Control on the subject. It was decided we should endeavour to get the support of the Home Secretary. Mr. McKenna has promised to raise the matter with the Board of Control. For the present there it rests ; no further regulations have yet appeared."

Mr. Evans reported on what had been done by the Association through Mr. Smith and himself with regard to the Registration Council, and a short discussion on the matter in its general aspect followed. The Chairman urged upon all members the advisability of registering at an early date.

The Treasurer's Report was next submitted. The year 1914 had started with a balance in hand and Mr. Hughes was hopeful that the present year would finish in a like satisfactory condition. With regard to the date for paying subscriptions it was decided that a term of six months should be allowed for payment and that, if possible, all subscriptions should be in the Treasurer's hands not later than 30th June.

The Magazine was next considered and gave rise to considerable discussion. Braille copies of the *Teacher* had been printed and sent to 35 blind members by Mr. Stone for the months of November, December and January without any charge whatever on the funds of the Association, but after the last-named month he found himself reluctantly compelled to discontinue this edition. Mr. Stone was warmly thanked for his generosity and a strong feeling was manifested in favour of having sufficient copies hand written for the purpose of passing round each district. The Committee was instructed to deal with the matter and, if possible, find means for carrying out some such scheme.

A very strong desire was expressed for a magazine published in complete independence of any other organisation and, on the motion of Mr. Stone, seconded by Miss Butler, it was decided that from the end of the present year the Association should issue a separate magazine every second month. While deciding to do so, the Association did not wish to undervalue in any way the assistance which it had received for the first two years of its life from Mr. Stainsby and the Council of the National Institute of the Blind.

Voting for the election of Vice-Chairman for the forthcoming year had been carried out by post previous to the meeting and the Secretary reported that Mr. Lister S. Smith of Stoke had secured the largest number of votes and asked the meeting to appoint him as Vice-Chairman of the Association. This was cordially done.

The Committee for 1914-15 is as follows:—Miss Brautigam, Miss Ellis, Mr. Evans, Mr. Robinson, and Mr. Stone.

The Secretary reported that the Remit from last Annual Meeting on the word “elementary” in Clause III. of the Constitution had received the attention of the Committee which now submitted that the wording of the Clause be left unaltered. This was agreed to.

* * * *

College of Teachers of the Blind.

EXAMINATION RESULTS.

RESULTS of the examination of the College of Teachers of the Blind, held at the Royal Institution for the Blind, Birmingham, on 26th and 27th May:—

- Bannister, Arthur Redman, Honours: Practice of Teaching, Physical Training and Recreation.
 Bland, Edith Alice Ruth, Honours: Arithmetic, Practice of Teaching and Infant Teaching.
 Burdon, Lucy, Honours: Practical Braille.
 Davidson, Mabel, Honours: Hand Knitting.
 Davies, Lloyd Morgan.
 Drummond, Edith Emma, Honours: Practice of Teaching and Infant Teaching.
 Edden, Reginald Perceval Sidney, Honours: Theoretical Braille and Arithmetic.
 Gormley, Mary Elizabeth, Honours: Arithmetic and Practical Braille.
 Granville, Catherine Martha, Honours: Theoretical Braille, Practical Braille and Hand Sewing.
 Jones, Stephen Sydney, Honours: Arithmetic, Practical Braille and Physical Training and Recreation.
 Landers, Joseph, Honours: Theoretical Braille, Practical Braille and Arithmetic.
 Mills, Ellen, Honours: Practice of Teaching and Infant Teaching.
 Pinn, James Arthur.
 Powell, Elizabeth Maude, Honours: Practice of Teaching and Physical Training and Recreation.
 Reynolds, Bertha, Honours: Practice of Teaching.
 Shiell, Florence, Honours: Practical Braille and Practice of Teaching.
 Watson, Margaret, Honours: Theoretical Braille, Practical Braille, Practice of Teaching, Physical Training and Recreation and Infant Teaching.

* * * *

Notes.

THE Association Committee met in London, on the 6th June. There were present Miss Garaway, Miss Brautigam, Messrs. Evans, Hughes, Robinson and Ritchie. Most of the business was concerned with the forthcoming Annual Meeting and with matters which were again discussed on that occasion.

* * * *

ALL communications for the September issue should be sent not later than 15th August to the Editor, *The Teacher of the Blind*, National Institute for the Blind, Great Portland Street, London, W.

The Braille Review.

A MONTHLY MAGAZINE DEVOTED TO
:: THE INTERESTS OF THE BLIND. ::

VOL. XII.

SEPTEMBER, 1914.

No. 9.

Why not a Nation in Arms ?

(WITHOUT CONSCRIPTION.)

By A. BRITON.*

THE crisis through which we are passing has aroused all the martial spirit of the nation and plainly shewn that the blood of our forefathers flows freely through our veins—that the glories of Wellington, Nelson and Drake are not forgotten. The German menace has for years been recognised in this country, and now we are at grips. So far as this Empire is concerned, the most important point is the complete destruction of the German Navy. The presumptuous War Lord of Germany was not content with ill-concealed insolence to France, in the hope of repeating another Sedan, but he has even thrown down the gauntlet to the world. That the phlegmatic Britisher could be animated by patriotic fervour was apparently never seriously taken into consideration, and little Belgium was regarded as of no account whatever. No doubt the Kaiser had his plans well laid, but still he probably little heeded the truth of Burn's lines—"The best laid schemes of men and mice, etc."

But what is of vital interest to us at the present moment, is the defence of our island home. The young men of the country have given a patriotic response to the call to arms, and now the territorial forces in their vastly increased strength, as a third line of defence are something to be reckoned with.

When this fine body was first formed, there were many who sneered at its efficiency, and its founder, Lord Haldane, came in for much adverse criticism, but contrary to the expectations of those who extolled the superiority of the old volunteer system, the territorials, with their better organisation and excellent military training, quickly justified their existence, and are now recognised as a strong line of defence to co-operate with the regular forces in protecting our country from invasion.

*(By a blind journalist,)

Although a powerful navy defends our shores, and between us and the would-be invader, stands a brave and well disciplined army, the fact remains that the vast majority of the adult male population are non-combatants. This should not be. Admittedly the business of the country must be carried on, and those industries which have not, as yet, been deeply affected by the war, must not be neglected. Still, that is no reason why millions of male adults who have not considered the practicability of shouldering a gun, should remain inactive in the hour of our trial.

I DO NOT MEAN CONSCRIPTION.

Compulsory military service is naturally an obnoxious suggestion to the average Britisher, whose love of freedom causes him to despise the name of conscript. It is our national pride to remember that no form of compulsion has yet been found necessary to fill the ranks of the brave army and navy that defends our Empire.

As the war proceeds, many more young men will rally to the colours, but yet there remains much to be done, and once the project is submitted to the people—(a project that will, I feel assured, receive their hearty support), the gravity of the situation will be relieved. The great fear is that the nation may be content to rely on the superiority of our navy over that of the German, to afford an adequate defence of our shores. While sharing this firm belief that our navy is practically invincible, we must not err on the side of over-confidence. We must not ignore the fact that war contains a succession of surprises, and that we should be prepared for every emergency. The first surprise in the present war was the brilliant defeat of the German invasion of Belgian territory. I contend that no man in the world was more surprised than the boastful Kaiser—but there will be many more surprises before the terms of peace are signed.

WE MUST BE PREPARED

for every possible emergency. The appeal for young men between the ages of nineteen and thirty has been well responded to, and will, doubtless, receive a larger response as time goes on. Married men, young and middle-aged, could not be expected to join either the territorial force or regular army, as it would entail great hardships on those dependent upon them. Besides, the vast industries of the country cannot be wholly neglected. Although some business concerns have had to close down, they represent but a small number, and there still remain hundreds of factories and warehouses which have not been seriously affected and in which the employment of men is most essential.

It would at first appear expedient that all such male workers should be excluded from active participation in the war. For the married man who has a wife and children depending upon him, it is also claimed that his domestic obligations preclude the possibility of his taking any active part in the defence of his country. This opinion is entirely wrong.

EVERY MAN WHO CAN SHOULD A GUN

can share the glory of fighting for his hearth and home. A married man has more at stake in the country than a single one of the same social position, for the protection of his wife and children are his first consideration and his greatest source of anxiety. He does not refrain from active participation in the struggle from any dread of the enemy's fire, but owing to the necessity of providing for the daily wants of his wife and children. However, once he is shewn the way in which he can defend his country and at the same time fulfill all his obligations to those nearest and dearest, he will loyally avail himself of the dual opportunity to serve his country and guard his home. My suggestion is for the formation of a

CITIZEN ARMY CORPS

recruited from the ranks of married men under the age of fifty. Every healthy man capable of carrying a rifle, and whose sight is sufficiently good to shoot straight at short range, would be eligible for enrolment. They would be *sworn in*—the same as special constables—but would receive no pay for their services. They could receive drill instruction in the evenings and on Saturday afternoons, so that their business occupations need not be interfered with. They would wear ordinary civilian dress, the only distinguishing marks of the combatant being a distinctive hat, a bandolier, a rifle and belt, and a badge on the left arm bearing the letters "C.A.C." (Citizen Army Corps.) The *entire* outfit would cost the Government very little, but possibly part of the outlay might be borne by the City and Borough Councils throughout Great Britain.



The military duties of these volunteers could be so arranged as not to cause any serious inconvenience to their employers, until the moment of the final struggle arrived when the defence of hearths and homes became the one and only consideration. My suggestion is that in every large city and borough throughout the Kingdom such a Citizen Corps should be formed. It does not require a very vivid imagination to realise what a huge army of fighting men could be raised and organised to form a last line of defence.

AT LEAST TWO MILLIONS

of brave defenders of the country would thus be constituted. Military life does not appeal to everyone, but it is common knowledge that even timid men, under certain circumstances, are capable of heroic acts, and with the men of the Citizen Army Corps, however great their horror of bloodshed, the dominant feeling would be the defence of their country and their homes. It is not suggested that these men should take their places in the ranks of the regular forces defending the country; their sphere of action would be strictly local. The Citizen Army Corps would find willing volunteers amongst the hundreds of thousands of merchants, professional men, shopkeepers, clerks, shop assistants, artisans, cotton operatives, labourers, and workers of every class without distinction, who would otherwise remain non-combatants throughout the struggle.

Just for a moment let our imagination dwell on the possibilities of the vast army that could be so quickly organised. In London there would be four large divisions—the Northern, Southern, Eastern and Western Corps. Each division, several thousands strong, would be sub-divided; Manchester, Liverpool, Leeds, Bradford, Sheffield, Birmingham, Newcastle, would also have their divisions and sub-divisions, thus a huge Citizen Army, approximately two millions strong, could, within a few weeks, be called into existence.

ITS FIGHTING VALUE.

As I have already stated, there is no suggestion that this force should be employed for other than defensive purposes, and its operations should be restricted to the district in which it has been posted.

A dense population presents no difficulties to an invading army, for even if the daring spirits attempted to offer the most feeble resistance, they would be quickly overpowered, and as non-combatants, speedily shot. In fact such resistance would not only result in the swift punishment of all who offered it, but with such an enemy as the

Germans, would be seized upon as an excuse for general massacre in which innocent and guilty would suffer alike. Those who can recall the wanton cruelty and bloodthirstiness with which the victorious Germans treated the non-combatants in the towns and villages through which they passed, during the war of 1870, will be able to realise the terrible fate that would befall the unfortunate inhabitants of any town who found themselves at the mercy of the Kaiser's truculent and brutal soldiers. Judging by recent events, after forty-four years, the methods of the German army in its respect for the law of nations does not appear to have improved.

WHY REMAIN NON-COMBATANTS ?

One has only to stand on the Thames Embankment between five and seven o'clock on any evening in the week and watch the crowds of men of all classes crossing the bridges and hastening to the trams, to realise the number of these who, if not qualified to take a position in the fighting line, are quite capable of shouldering a rifle, and shooting down the enemy in front of their doors. Viewed at any railway and tram terminus the same opinion would be formed, and in all the market places and busy thoroughfares on Saturday nights crowds of able-bodied men are to be seen, who would be eligible for enrolment, seven-tenths of whom are fully capable of doing their share towards the defence of their country. And in all the important provincial towns and cities will be found the same display of available manhood. Those who are familiar with the great hives of industry in the midlands and the north, and who have seen the vast legions of toilers proceeding to their homes at night, will be able to realise these vast resources that could be utilised for the safety of the country. Let us suppose that a large city such as Manchester or Birmingham is invaded by an enemy, that the troops are beaten back, that street-fighting becomes general, and that the non-combatants are threatened with but scant mercy by the invader. It is in such circumstances that the C.A.C. would be able to render valuable assistance in harassing the enemy. Every factory, warehouse, and public building would become a stronghold, from the windows and roofs of which showers of lead could decimate the ranks of the enemy. In every narrow street and broad thoroughfare, behind every window in each house, there would be a man with a rifle harassing the enemy as he rushed through the streets, rendering valuable aid to the military, and giving them time to rally. With our own soldiers in front and the armed citizens firing on them from windows and roof-tops, the invaders would require stout hearts to withstand such onslaughts and escape becoming demoralised. It may be thought that I am suggesting an impossible contingency, but in war, anything may happen.

In the view of the easy-going Britishers, Germany will be humbled to the dust ; French, Russian, Belgian and British troops will swarm into Germany, while the British Navy will convert the Kaiser's warships into scrap iron. This is a consummation that we all devoutly wish, but there may be many surprises before this terrible war is ended which may favour the fortunes of the Kaiser. The greatest military expert cannot foresee the end.

"Hope for the best and prepare for the worst," should be the attitude of every Britisher.

Now let us look at the other side of the picture. We will suppose that all the inhabitants are non-combatants, and as such, would be entirely at the mercy of the invaders. As long as the people offered no opposition and tamely submitted to the will of their conquerors their lives *might* be safe, but any offering resistance or assaulting the enemy would be instantly shot, which is the usual procedure in time of war. Anyone who understands the temperament of the British people can easily foresee what would happen. Some daring spirits, unable to bear the insolence of the enemy would pelt them with stones, or in their desperation, fire on them from some point of vantage. With a humane enemy this would result in punishment swift and severe for the offenders, but with the Germans, it would result in the wholesale butchery that they have been guilty of on so many occasions. The entire population would be put to the sword.

Apart from being the victims of a bloodthirsty massacre, there would be the deep humiliation of having to endure such treatment without being able to strike a blow in self-defence.

Such a contingency can be rendered impossible by the formation of a Citizen Army Corps in every large town and city throughout the Kingdom. It might be contended that even amongst the native population there would be many whom it would be unwise to arm, Admittedly ; but the same care could be exercised in recruiting for the C.A.C. as that taken in the enrolment of special constables.

The Citizen Army Corps must become an accomplished fact. It now remains for Englishmen to do their duty, and prove their whole-hearted patriotism, by being ready to spill their last drop of blood if need be, in defending the sanctity of their homes, and protecting the lives of those most dear.

Notes.

MR. C. ARTHUR PEARSON, the esteemed President and Hon. Treasurer of The National Institute for the Blind, is for the time being actively engaged in organising the National Relief Fund in connection with the war. Mr. Pearson's energy and resourcefulness know no bounds, and we cordially wish him the success he so richly deserves.

* * * *

INCREASED GOVERNMENT GRANT.—A minute of the Board of Education, dated 17th July, 1914, contains the following gratifying announcement with regard to the increase of grants.

The grant payable each year for a Certified School for blind or deaf children is as follows :—

- (1.) at the rate of £7 for each unit of average attendance in a Certified Day School.
- (2.) at the rate of £13 for each unit of average attendance in a Certified Boarding School.

* * * *

SCHOOL FOR THE BLIND, SWISS COTTAGE, LONDON, N.W.—At the last technological examination of the City and Guilds of London Institute open to all England, Thomas Ward, aged 20, a blind worker at the School for the Blind, Swiss Cottage, London, N.W., obtained the second prize for basket-work, Grade I. This prize consisted of a bronze medal and £2. Mr. Ward received all his training at the Swiss Cottage School. His instructor was Mr. G. Symes who at the same time obtained a first class in the final examination. Of the five pupils of the Swiss Cottage School who took this examination, three passed in the first class and two in the second.

* * * *

THE BARCLAY WORKSHOP FOR BLIND WOMEN, 233, EDGWARE ROAD, W., have informed me that they have large quantities of socks in stock, such as are much appreciated by our troops on active service or by the Red Cross Societies.

The various workshops for the Blind will find it difficult to get sufficient financial support now, and orders for socks will help to keep the workers employed.

Socks of all colours can be sent to the Red Cross Society, Devonshire House, W., but only natural wool may be used for soldiers on active service. Prices 1s. 4d. to 1s. 8d. a pair.

The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION
:: OF TEACHERS OF THE BLIND. ::

VOL. II.

SEPTEMBER, 1914.

No. 9.

Editorial.

WERE time measured by events instead of by unconscious matter in motion, much more than a month would have been counted out since our August issue saw the light. When that was prepared, Europe was at peace and the peace was apparently profound. One was tempted to believe that the nation's reaction from an inglorious war had become consolidated into honest desire for the victories of peace. The spirit of internal reform was afoot. The country was ready to turn its flowing tide of trade and commerce to the solution of the people's social wrongs. The call to service and mutual helpfulness was being heard by larger numbers year by year. Not only so but men were beginning to realise the necessity for an ampler *contrat social*, were beginning to acknowledge gladly our comradeship with other nations for the well-being of the world. Now all is changed. A few days have sufficed to fling all ideals of progress to the care of another, perhaps a distant generation. Because the ambition of a few has been overweening and because diplomacy has been incredibly inept, Europe must become a shambles. The universal worship of Physical Force has reached its inevitable end. Men have called upon their god so tirelessly that at last he has heard their cry. What the future holds no man can see. One can only hope that in this orgiastic struggle, the idol itself will be shattered. The armed camp of Europe, which has insulted reason so long, may even now be passing into the region of things done with amid a fitting apotheosis of blood. If it be so, no price may be too much to pay. Through material loss, physical suffering and mental misery, the peoples of Europe may at last realise that that they can band themselves together for peace and international law with some of the zeal and earnestness with which hitherto they have prepared for war. Meantime, men die. What a commentary upon our culture; what an incentive to write on education !

Impressions of a Montessori Kindergarten.

By EDITH DRUMMOND.

IN a large, beautiful garden there were about fourteen children whose ages ranged from four to six years. All were dressed in easily-washed dresses or suits and the children who wore socks at all, wore white ones, and each had slippers with the ankle straps.

The children belonged to parents who were neither rich nor poor, but who evidently seriously thought about education, for the school where the Montessori system was being applied was an experimental educational school; perhaps this accounted for the earnest way in which each little one tackled his or her work. A large piece of oil-cloth was on the ground, on this in an apparent muddle, was spread a large number of educative toys. Each child came and took the toy he desired and carried it to a small table at which two chairs were placed. None of the toys were alike. All the toys could be used by the blind and were used by the little blind girl I had with me. Many of the games are played with the children blind-folded.

One game, of which there are a series, called "Insets," is specially good for the non-sighted. A child is blind-folded and is then given an oblong box about 14 inches long and 3 inches deep. In the box are holes for variously sized cylinders. The child has to take out the cylinders, mix them up, and then replace them in their respective holes. A variation of this game is an oblong drawer in which are six divisions. In each division the inset is of different shape. These insets are only about a quarter of an inch in thickness and are made of finely polished wood. The children place a piece of paper under the frame of wood into which the inset goes and then colour the space left by the taking away of the inset. This would be useful in blind schools for teaching form. A game for procuring accurate hearing gave immense fun. A piece of wood was affixed to the wall, it was about 16 inches long and so arranged that it could be pushed close to the wall when the game was finished. From the wood, were hanging at different lengths pieces of slate, tin, zinc, copper pot, cardboard, iron scissors, cork and wood. A child was given a piece of wood, and with eyes closed, told to strike at the hanging articles, from the resulting sound he had to guess the article struck.

Another guessing-from-sound game was played by two little fellows. They had several similar cardboard boxes in which were different substances—sand, stones, tea, beans, peas. A box was shaken and the contents guessed through their characteristic sound.

As all in the blind world know, most children when they come to school are unable to dress themselves. Dr. Montessori has invented apparatus which will help the child to dress himself. At the Fielden Schools, Miss K. Steel has elaborated the idea and there the children have apparatus which, if they can use properly, enables them to clothe themselves without aid. A frame 16 inches square has fastened at the two opposite sides two pieces of cloth, over-wrapping in the centre. There are several such frames. On the cloths of the different frames there are buttons and button-holes of varying kind; hooks and eyes, patent fasteners, safety pins, buckles and straps, and suspenders, two of the frames had leather instead of cloth and on these were eyelets for lacing and the studs found on boys and men's boots. Specially for the girls was a frame, on one side of which long horse-hair was glued and then soft leather put over that end. This was for the girls to learn plaiting.

In regard to the introductory-to-writing, reading, number toys,

they all could with very slight ingenuity be applied to the blind work. Several boxes divided in four divisions contained the letters of the alphabet, the children thought of a word they wanted to spell, found the letters in the boxes, placed the letters side by side on the grass, and when they had the complete word formed, they printed the word on a large piece of paper. For number, there were boxes with lids, both the lids and the boxes were divided with cardboard partitions in nine divisions and each division was numbered 1 to 9 in the lid portion. The children had beans given them and they put the number of beans in the partition in the box which corresponded with the number opposite on the lid.

To secure balance and steady deportment, a plank about 4 inches thick, 8 inches wide, and 12 feet long was placed on the grass, the children walked along it first with nothing in their hands, and afterward with a bowl of water. As the children became proficient the plank was raised. Legs and arms were strengthened by means of a very simple device called the "fence." Four pieces of strong wood were fixed in the ground at equal distances. Wire rope was fastened from pole to pole in four parallel widths. The children stepped on the first wire nearest the ground and grasped the highest one they could reach, they then travelled from one end of the fence to the other.

The apparatus, the games, are all planned on strictly scientific as well as educative lines. Each game has a definite aim, such as, development of touch, accurate hearing, balance of movements, comparison of form. Especially good to develop sense of touch was the apparatus which consisted of a small chest of drawers. In the drawers were many kinds of materials—velvet, silk, cotton, wool, canvas, hose, of varying thicknesses and kind. The children were blind-folded and had then to tell the name of the cloth they were touching and explain the qualities peculiar to it. There are of course many pieces of apparatus which are for the training of observation, with which I have not dealt.

The Montessori system is one essentially suited for the education of the young blind; the spirit generated by the methods adopted is one of sturdy, unconscious independence and withal an appreciation of the value of co-operation. There was a delightful air of freedom yet every child was busily employed and really learning from spontaneous interest.

One complete set of Montessori apparatus costs about £8 8s., but as many of the series would be useless to the non-sighted, it would be better to buy the parts required, whilst much of the apparatus could easily be made in the school.

* * * *

Craigmillar and the Royal Scottish Museum.

IN his report for the year 1913-14 on the Royal Scottish Museum, Edinburgh, the Director, Sir T. C. Martin, LL.D., F.R.S.E., makes an interesting reference to his blind visitors from Craigmillar and quotes at considerable length from their essays on the visits.

He says :—

“ It may be appropriate to record here a further example of the educational use to which museum specimens may be put. The difficulty teachers of the blind experience in conveying to their pupils an accurate idea of form, dimension and texture, is well known. Models and verbal descriptions are misleading; the opportunities of ‘seeing’ with the fingers are few. Museum specimens are creatures which have once been alive, or objects which men have once handled, and therefore may be fitly employed to extend at once the range of knowledge of those who exist in physical darkness and to correct their mental pictures. With this view a variety of specimens were set out in a small room of the Museum and visits arranged of pupils of the Royal Asylum and School for the Blind. A description of the contents of the room will lose nothing in interest and extremely little in exactitude if I borrow it from one of the school papers composed and typed by blind pupils :—

‘ When we entered the room we went forward to a table in the centre containing coins of ancient and of modern use. For instance, there were a few kinds of Chinese coins, such as knife money, boat-money and spade money, the same shape as the articles named. There was also money in the form of beads, shells, strips of wire and pieces of iron. Two mother-of-pearl shells were also used as money. On this same table also was a large block of iron used as a mould for the making of money, having hollow parts in it of different sizes. A tablet of block tea lay at one end of the table, and at the other was a pair of tassels made from the fibres of the flying fox. At the end of this table, on the floor, stood a fine red deer, with rough hair, fine large antlers, and a little stump of a tail. I admired him very much.

‘ On a table next to the door was a variety of fishes and beasts. First, there were the jaws and very sharp teeth of a shark. At the back of them lay a very prickly fish with long sharp spikes called a porcupine. Lying next to this, was a cod about three feet in length, and very heavy. Beside it were three fishes, one flat, called the plaice, another, four-sided, called a trunk-fish, and a third, whose name I do not know, has a kind of saw along its back. Next to this was a python or serpent coiled round the trunk of a tree. Not far from the serpent was a little mouse, and beside it was a large brown rat. Sitting next to these was a little squirrel on the point of eating a nut. A little lion cub, which I liked very much, lay next to the squirrel. The feeling of its fur was very soft and nice, and it had the appearance as if it were looking up into your eyes in a very friendly manner. Next to this, was a fierce-looking leopard, all spotted, with long whiskers and wicked eyes. On the table to the left of the objects I have just mentioned, and in front of the windows, there were two long spears—useless as such—and used as a sum of money in Africa. Here, also, was a throwing-knife used in the same country and for the same purpose. On a table to the left of that previously mentioned was a great assortment of birds, such as the song thrush, the starling, a beautiful golden

eagle from the Island of Lewis, a lovely gray white-headed bird, owls of different kinds—one being Japanese—a little red robin, and many others. From here I crossed the front of the fireplace to a table where there were three busts of Roman generals—Nero, Marcus Aurelius and Julius Cæsar. There were also two figures of African negresses which were not to my liking. After our inspection, our visit was not ended, for a gentleman gave us a short lecture on the coins we had seen, and told us how people used to trade long ago. He remarked that if we traded now-a-days the way we used to do, it would be very awkward, for he said, we should have to take a chicken or a goat under our arms if we wanted to bargain with one another in retail manner. He then spoke about the busts, and remarked that Nero looked pleasanter as a bust than he was in real life, for he was a cruel and wicked man. It is said that he calmly played the violin while Rome was burning. The gentleman ended up by saying that he intended adding many more things for our inspection, and I can tell you we all greatly appreciated his kindness.'

"Other blind pupils say :—

'I never had any idea what these things were like before.'

'I used to think that a leopard was about the size of a horse and a deer about the size of a collie.'

'I had noticed that many of the fishes, animals and birds were the common ones, and this is what is wanted, for blind people cannot see the little birds which fly about in our own land or little animals like mice which do not come near us.'

'Unless we see things as they really are, we are apt to get into our heads conceptions that are altogether wrong.'

'I had pictured many of the animals in my mind during our walk to the Museum, but I found myself to be quite wrong in my imagination.'

'I was amazed to find that in front of each object was a card written in Braille telling us about each thing as we came to look at it. I think this was a good idea, as we could examine each object by ourselves.'

"Three classes of the blind have visited the Museum and it is intended that the experiment shall open the way to specific teaching both of an elementary and advanced character; in other words, that the museum specimens will be definitely associated with the class work of the school."

* * * *

ALL communications for the October issue should be sent not later than 15th September to the Editor, *The Teacher of the Blind*, National Institute for the Blind, Great Portland Street, London, W.

The Braille Review.

A MONTHLY MAGAZINE DEVOTED TO
:: THE INTERESTS OF THE BLIND. ::

VOL. XII.

OCTOBER, 1914.

No. 10.

Salesmanship.

(By P. A. BEST.)

[In the July number of *Braille Review* we published some of our views on the desirability of giving an up-to-date intellectual training to the blind and to supplement these we print a number of extremely useful hints given at the recent International Conference by Mr. P. A. Best, Managing Director of Messrs. Selfridge & Co., Ltd., Oxford Street, London, W.—EDITOR.]

I am asked by the organiser of this meeting to have a few words with you on the principles of selling.

Well, I happen to make my living by selling goods—in rather a broad sense, possibly—but all my life I have been a salesman. I started selling goods in a drapers' shop. I have sold goods through the medium of the press; I have sold goods as a specialised salesman, and because of this experience your organisers thought I might be able to give you some hints that would be useful to them in their work.

I take it, the great idea is to inculcate in the minds of those who are occupied in selling goods made in your Institutions, the science of selling.

First of all, the science of selling—and selling *is* a science—is *to create a demand*. The second point in selling is *to fill a want*. Let us assume that you are trying to create a demand for your particular line of merchandise. If you have merchandise which is not on the general lines offered for sale, that is, merchandise in competition with other merchandise, you have to convince your prospective customer that your goods are desirable by virtue of one of two things, or both—by virtue of novelty or value.

It is no earthly use trying to sell merchandise that only pleases yourself. If you are making goods that look very nice and you are very proud of them but nobody wants them, then you are building up a stock and investing dead capital.

I do not know whether you sell by advertising or by personal contact. Let us assume you do it in both directions. If you sell by description—that is by pamphlet, or by list, or by advertising in the press or in magazines, then you must illustrate your special lines. You know, that ladies are after all 90 per cent. of the prospective

purchasers of general commodities, and they like to see what they are expected to buy, so if you are going to advertise, pick out your best lines—those which your common sense and the criticism of your customers tell you are the best lines—and illustrate them. Carefully describe the article as well, and then put in those other items which in your opinion come second, third and fourth. But because the illustrated line strikes the observer—the lady immediately looks at the illustration—if you have wisely picked the sprat to catch the mackerel, she judges all your other items by the illustration.

If you are going to sell your goods by personal contact, then you open up a tremendous field. In my opinion there is nothing more delightful than selling goods by personal contact.

Having decided to sell your goods by personal contact by opening stores, or by obtaining selling space in some general organisation, you have to remember this—that your salespeople are your pioneers for that particular proposition. You must select your salespeople from amongst the most pleasant of your co-workers. They must be people who, even if they are afflicted, are brave and keep their chins up, for nothing damps the ardour of an intending purchaser more than an unpleasant sales person.

I will give you a little experience that I had ; what I call the negative side of selling. I went into a store to purchase a collar or dress bow in a hurry—we have to do these things in a hurry sometimes—and I said to the salesman, “ I want a collar or a dress bow or whatever it was.” He handed it out to me and said, “ you don’t want a dress shirt, do you ! ” (laughter). It was utterly absurd. The man told me I did not want it. (More laughter). I have frequently had men say to me in stores and in shops, “ You don’t want this, that, or the other, do you ! ” Of course you do not, they have put the word in your mouth. Therefore tell your salespeople not to make what we may call the “ negative approach.”

If the man I was telling you about had said to me, “ Do you want a dress shirt ! New style here ; it is most accommodating ; you don’t have to put it over your head after you have done your hair ; (laughter), you put it on like a coat.” I should have been interested at once, because it was a novelty. By the way, there is such a shirt, and you do not need to pull it over your head after you have brushed your hair, and if the salesman had said that it would have appealed to me immediately.

Now you see my point. Your salespeople must be so well versed in the needs of the public as to be themselves an advertisement for the particular line of merchandise you are offering for sale. Suppose it is a soiled-linen basket ; then they should explain that the hinge is such that the lid does not fall over sideways when you open it. There is such a basket in my dressing-room. It has only one hinge, and the lid falls over lop-sided. If it had two, the lid would fall properly. Those are all selling points, and you can apply them to every line of merchandise you make. First of all make sure that you have good

goods to offer, that the value is the best. I do not say cut your prices, but when I say *best* I mean that there is no value to beat it. Then see that your merchandise has all those little novelties that appeal to the public, and instruct your salespeople in those little selling points that go right home to the appreciation of the purchaser.

Now the personal touch. You know I am connected with—in fact I am the responsible manager of—3,500 people, and I think 1,600 of them are salespeople, and they give me more anxiety than I care to tell you, because very few realise that “selling” means the cultivation of the best attributes God has put into anybody.

Selling by personal contact means pleasing the person who has come to buy. If it is only a packet of needles it does not matter. First of all you have to create a pleasant atmosphere round the transaction so as to get the mind of the purchaser into a pleasant groove.

Now there is a difference between “selling” and “service.” Let me illustrate my meaning. I go into a shop and say, “I want a dress bow for 1s., and I want *that* one.” The salesman takes that dress bow, wraps it up, and takes my shilling. That is not *selling*; that is *service*, that is simply giving me something I asked for. It is very necessary work; I am not depreciating it, but it is not *selling*. Now you want to take your future salespeople and teach them to discriminate between *selling* and simple *service*. You cannot sell without giving service. You cannot possibly create a demand and then change your merchandise for the customer’s money without rendering a service. You must wrap the goods up, take the name of the customer and the address to which the goods are to be sent; that is all service, but you have sold the goods by creating a demand, whereas in the case of the dress bow, the man handed me something I asked for.

When once you get into the minds of your salespeople the important difference between service and selling, you whet their appetite. In my early days with my present organisation I used to have “selling talks” and speak to the various people as I walked round. I would ask “What have you sold to-day!” and they would reply, “I have sold this, and that.” I have then asked, “Did you create a demand?” and they have looked at me as though I were a genial idiot. (Laughter). I said, “What happened! did the lady ask for this pair of boots or this blouse, or whatever it was!” They said, “Yes.” I said, “I am very glad.” But that is not my point; that is service it is not selling, selling is a different thing entirely, you create the demand first of all by the novelty or value of the article you offer, and by the pleasant atmosphere you introduce around the transaction. If a customer comes to you and says, “I want that for 4s.” and gives you the money, you can then with a pleasant personality and voice enquire if there is anything else they would like to purchase.” There is more personality in a voice than in anything else,—a raucous voice is unpleasant, and there is nothing worse than a raucous voice for putting off a purchaser, but if your salesman is pleasant, and always ready for service, he attracts attention.

My attention was once attracted in that way, and I spent a penny on a box of matches I did not want. (Laughter). I was walking along, when I heard a pleasant voice say, "Will you please look at this box. . . . !" I turned and saw a blind man holding out a box, and as I turned he completed his sentence with the words, ". . . . of matches." I gave him the penny. That was a selling voice. If he had said in the usual whining voice, "Buy a box of matches," I should have taken no notice. That illustrates that there is all the difference between a pleasant voice, and a careful method of approach. He was original, and used an original method of attracting passers-by. He caught my attention and won a penny.

Now I think I have said enough. Instil into your future salespeople the points I have raised. Make them enthusiastic—enthusiasm is the finest thing in the world—make them enthusiastic, believing in their merchandise and themselves, and help them to cultivate those splendid attributes God has given them. A pleasing voice is one of the most valuable, and with that you can endeavour to create a pleasant atmosphere. Do that, and I am confident you will be successful in the Sales Department of your organisation. (Loud cheers).

Miss Douglas-Hamilton. Will the gentleman tell us how best to approach the buyers of large establishments?

Mr. Best. You mean when you want to sell goods to a store for them to retail again!

Miss Douglas-Hamilton. Yes.

Mr. Best. Well, first of all, don't go into the store with your arms loaded up with merchandise, you will frighten them. I used to make that mistake myself. In the end I used to select just one little tit-bit of the best possible value and keep it behind me. You go into a place with a pleasant smile and make the buyer interested, tell him what fine work you are doing, what splendid merchandise you are turning out, and (producing the article).—"Here is a sample." (Laughter and cheers).

The Chairman. I am sure we ought to thank Mr. Best very much indeed for that very excellent address (Applause).

Mr. Best. It has been a great pleasure to me. I feel that I have done very little, and that I ought to have done a lot more.

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The College of Teachers of the Blind.

EXAMINATION.—By kind permission of the Committee of the Yorkshire School for the Blind, the next examination of the College of Teachers of the Blind will be held at the Yorkshire School for the Blind, The King's Manor House, York, on the 18th, 19th and 20th May, 1915.

Recognition on Restoration of Sight. ✓

[The following letter and editorial comments appear in the October number of *Progress*. As they form an interesting subject for discussion we venture to publish them in *Braille Review*, and we shall be glad to receive readers' views upon them.]

SIR—I have been reading in Locke's "Human Understanding" that if a man who is born blind should happen to get his sight later on in life he would not recognise any object by sight, even shapes which he was quite familiar with when blind, for instance, a globe from a cube. I should feel very grateful if you could find space for this in your valuable magazine, *Braille Review*, as I should like to know if an instance of such has ever come under the notice of any of your readers. Yours, etc., W. AYLWARD.

[We gladly publish the foregoing letter on an interesting subject. We are not prepared to go so far as to say that a person becoming possessed of sight after having been blind all his life could not distinguish a globe from a cube, but the writer of "Human Understanding" is probably right. We have often discussed this subject and have come to the conclusion that persons acquiring their sight who have not previously possessed it, would not at first find it so valuable as do those who have always had it. The eye requires to be educated just as every other sense does, but inasmuch as in a normal person that education commences at birth, it is so gradually acquired as not to be noticed by its owner. It is the same when a person loses his sight and must perforce rely largely upon his hearing and touch; for instance, a person learning to read Braille feels only a roughened surface and for a time thinks it is hopeless to attempt to differentiate between one letter and another. When, however, the reading finger has become educated this difficulty disappears.]

Mr. Aylward asks if there are any cases of acquisition of sight, and if so, what is the experience of such persons. May we refer him to the incident in Scripture where a man's sight was given to him by Jesus Christ, and who, when asked what he saw, said, "I see men as trees walking." This proves that the man's vision (which was doubtless made quite perfect) had not become of the the same use to him as to the one who had possessed it all his life.—EDITOR.]

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✓ The "Esperanta Ligilo."

HERR THILANDER informs me in a private letter that he does not intend to issue "Esperanta Ligilo" for a time, as many of the readers would not receive their copies on account of the disorganisation of the postal services to several countries. It is to be hoped that no one will forsake Esperanto because of the war, for when peace comes again there will be need of every means of re-establishing international friendship, which must always form the real basis of progress in civilisation.—W. Percy Merrick.

The Barclay Workshop.

THE Barclay Workshop for Blind Women, 233, Edgware Road, W., have informed us that they have had a splendid response to their appeal regarding orders for socks for Red Cross and similar societies; but they still have a large stock of towels and household cloths made by the blind, which the Red Cross Society would welcome as gifts.

We are pleased to announce that Miss Blake, who has been Superintendent of the Barclay Workshop for many years, was married recently to Mr. Ward; and our readers will join with us in wishing her all happiness upon that auspicious event. Mrs. Ward, we are asked to state, is retaining her post at the Workshop.

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Notes.

BLIND collectors wanted in London and in all parts of the Kingdom to collect funds to meet the widespread distress among the Blind caused by the War. For particulars apply: The National Institute for the Blind, 206, Great Portland Street, London, W.

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OUR readers will remember that the Directors of the Metropolitan District Railway and the Associated Tube Railways (who also control the omnibuses of the London General Omnibus Company, and Associated Companies), had decided to issue free passes to necessitous blind persons, but in consequence of the Metropolitan District Railway having been taken over by the Government, the issue of free passes to the blind must stand in abeyance owing to the conditions brought about by the war.

* * * *

MISS E. ROACH, who for many years has been a teacher to the blind, has brought out a most useful and interesting book entitled "Comforts for Soldiers and How to Make Them," in which she reproduces capital designs for bonnets, socks, mittens and vests, as well as a host of smaller articles. The instructions are very clear, thereby enabling teachers to communicate without difficulty, details to their pupils.

We hope to announce in our next issue that we have obtained Miss Roach's permission to published this little book in Braille, which we are sure will be greatly appreciated by our blind friends.

* * * *

IT has been suggested that the blind might be employed as paid readers in hospitals. The idea is an excellent one, but we are doubtful as to whether hospitals, which are usually short of funds, would spend their money in that way. However, the thought is suggested that blind persons might get employment as readers to invalids. We have long maintained that they might also get much pleasure by reading in public. For this purpose they should take lessons in elocution.

The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION

:: OF TEACHERS OF THE BLIND. ::

VOL. II.

OCTOBER, 1914.

No. 10.

Editorial.

WHEN great events are afoot, affairs of commonplace size sink into insignificance. The education of the blind seems of small importance when nations are fighting for life. The war has a suspensory effect on all plans and projects which cannot claim connection with itself. Those of us, who in the past have felt that reforms in the blind world were superlatively slow will need more than ever to possess our souls in patience. One grain of comfort can be gathered, when a gap in time like the present is over, events do not resume exactly where they left off. A forward movement has been made. Time itself has contributed a factor akin to the subconscious element in learning. Mysterious forces are building up tendencies to reform in unseen directions so that some day an advance at unsuspected speed may be made. Our contributions to the fighting line have not been niggardly. The call to service on the field has levied its toll upon our ranks. Those who have thus responded carry with them our best wishes for their welfare and success. To the young and fit, the call must be irresistible. We owe our country much and it is their privilege to repay some of the debt. Not for a hundred years has such an opportunity come to the manhood of the nation. It is small wonder that the response has been great. When stable peace has been secured in Europe and international law vindicated for all time, they will look back with pride on the part they played. Fatigues and hardships will lose their harsh weariness when endured again in memory. *Hæc olim meminisse juvabit.*

For those of us who stay at home, our daily work remains, and it is good to remember that that work, too, is of service to the State. The more normally the everyday life of the nation is preserved the more assured we can be of its staying power. We have special lessons to teach. We have to train our pupils for the greater freedom and the larger conceptions of a re-made Europe. We must re-affirm, as Mr. Pease says, the spiritual purpose of civilisation. "We must see to it that neither we nor those who come after us lose faith ; that our scholars may grow up still believing in national honesty and good-will, in generosity, in humanity, in the supreme blessing of peace."

Physical Training of the Blind.

By G. M. CAMPBELL.

RULERS and statesmen have always recognised the necessity of the physical training of the people, if it was desired to secure and perpetuate a strong and powerful nation.

Let us begin with recalling to our thoughts why physical training is a necessity for every one, why it is particularly essential for blind people, and lastly deal with the physical defects of the blind and how to overcome them.

Health is the great requirement of modern men at modern occupations; it is not the power to travel great distances, carry great burdens, or lift great weights; but it is that condition of body, with that amount of vital capacity, which shall enable each to pursue his calling with the greatest amount of comfort to himself and benefit to his fellow-men. How many men, earnest, eager, uncomplaining, are pursuing their avocations with the imminency of a certain breakdown ever before them, when health and full power might have been secured if, while cultivating the mind, a regular time for systematic rational exercise had also had its place in the daily round. For want of exercise appetite fails, energy flags, sleep—nature's great restorer—is lost, and the whole system gets out of gear.

Are mental culture and physical development then opposed to each other? Is a healthy, vigorous frame incompatible with a powerful and vigorous intellect? No, emphatically no! Science and experience prove that the one is in every instance an aid to the other. Yet how often do we find parents stimulating by every means in their power the mental cultivation of their children, urging them to devote to study the hours that should be given to physical exercise and recreation.

The tendency to create youthful prodigies by encouraging love of praise and notoriety is dangerous in the extreme. Children soon learn to love the excitement which such an artificial mode of life produces, and cease to take an interest in, or have any desire for, the active pursuits usually so dear to youth. Most parents have, at some time or other, felt alarm at seeing their child turn with indifference from the food which they knew to be necessary to its well-being. The same feeling is experienced by the teacher at seeing a child turn with dislike from the sports and games of his companions to creep back to his books.

The growing time is the time for development, and because I so earnestly advocate the cultivation of the bodily powers it must not be thought I would neglect cultivating to their full capacity the mental ones. It is just because I do prize mental and physical capacity at their highest value, and because I desire every boy and girl in the aftertime to reap to the full the fruit of their labours, that I plead for a more discriminating indulgence in occupations purely mental and sedentary during the growing period of life. We want neither

the bookworm, music box nor the acrobat. Exclusive culture of either mind or body is a deplorable error. Mind and body must be viewed as the two well-fitting halves of a perfect whole designed mutually to sustain and support each other, and each worthy of our unstinted care and attention. No man would dream of yoking two oxen to pull against each other, but man very frequently does forget to see that the burden allotted to the team of "mind and body" is fairly adjusted.

Active bodily exercise must be taken at regular and frequent intervals, and, for this, special provision must be made with as serious a purpose as for any other school subject. Exercise is of two kinds, recreative and educational. To the first belongs all school games, sports and pastimes; a long and varied list, upon which every Englishman looks with pride and affection, for they mould characters as well as the frames of our youths. The influence of national games upon the national character is valuable beyond computation; nothing could take their place, nothing could atone for their loss.

But valuable as these exercises are, it will be at once seen that not one of them has for its object the systematic development of the body; the skill, the art, is the first consideration. And in this, as purely recreative exercise, lies their chief value, the forgetfulness of self, the game being all-in-all.

Recreative exercises, then, from their very nature, cannot produce the uniform and harmonious development of the entire frame, because the very employment they give is essentially partial. Where there is activity, there will be the development, and if this principle be overlooked, a portion only of the body will be cultivated, and the neglected portion will fall far behind the other in strength, activity, dexterity, and endurance, for the simple reason that it will be less abundantly nourished.

Present day teachers, I am thankful to say, are recognising the value of systematic exercise more and more, but even now the effect of exercise upon any part of the muscular system is seldom taken into consideration; the vast influence over the other systems, and especially on the organs employed in the vital processes of respiration, circulation, and nutrition are seldom appreciated.

It is for this reason I urge so persistently the necessity of a regular system of exercise in connection with the mental training of the school, because it is at this period of life and under the school regime it is most needed. The educational time of the mind and body is the same, the growing time. But this important principle in exercise must never be forgotten. "Exercise must be regulated by individual fitness, must be approached gradually and increased only with increasing strength," for the exercise that scarcely amounts to exertion in one person will be injurious and dangerous to another.

But we must not ignore the necessity for proper supervision. What should we think of that teacher who, because a boy or girl was apt and capable, would therefore and thence forward leave him to his own

resources and inclination. Yet we have people saying, "All exercises should be free, should be voluntary, should be left entirely to a boy's own choice and disposition." Do we allow him the same licence with the other agents of health? His diet, his hours of rest, his study? Yet none of these are more important to his well-being, present and future, than exercise. Whatever may be the developed capacity of the untrained body, it is as far from the symmetry and strength to which it may attain with proper culture and under proper supervision, as is the clever but self-taught man from what he would have been with thorough educational training. Assiduous and exclusive application to a favourite exercise will strengthen and develop the parts engaged, but what of the remainder, mental or physical—the result will be the same, inharmoniousness, incompleteness. Just as the strength of the chain is only equal to its weakest link, and this weak link is overlooked until its failure, so will the flaw in the weak part of the human body remain undiscovered until the time of trial.

The object to be aimed at is a system, gradual, uniform, progressive, a continual rise from the first exercise to the last, a system of exercises which will give elasticity to the child's limbs, strength to his muscles, and above all promote the expansion of those parts of the body, and stimulate to healthy activity those organs of the body whose health and strength will give him the vital stamina from which he is to draw at all times and at all seasons.

Having given reasons why physical training is essential to making the most of the body with which one enters the world, let us see how far these same reasons and principles apply to blind people. Does a blind person require as much physical training as one who sees or does he require more? He requires more! The statistics obtained by Dr. How, the eminent physician and director of the Perkins Institution, Boston, U.S.A., estimated that the vitality of a blind person was 25 per cent. lower than that of the average sighted individual, and this must be made good before one has secured a normal blind person to train. The principal reasons for this lower vitality are the ignorance of parents and friends, environment, and insufficient or even actual mal-nutrition.

Parents of young blind children, particularly if they are poor, are compelled in order to earn sufficient means to keep the home together and secure food and clothing for their children to leave the blind child to its own devices. When the parents do have a few spare moments, their love and pity for the blind child lead them to spoil it by doing everything for it instead of trying to teach it to do things for itself and to acquire some notion of initiative.

As to environment, the necessity of this working for a living and the pity for the child and the fear of accident mean that the child is more often than not kept indoors. He is not allowed out into the open air, to whip a peg top, run after a hoop, chase a football, and join in the street or playground games of his brothers and sisters. Is

it any wonder that he becomes pale, weak, thin and stunted, and acquires all kinds of ugly mannerisms which repel seeing children of his own age, and prevent their playing with him, even though they might have been willing to do so in the first place?

If to these things, parental ignorance and environment, we add either insufficient or improper food, one can readily understand the lower vitality.

It is, therefore, essential that all blind schools, if they are going to do their best by their pupils and properly equip them for the battle of life must have a proper physical atmosphere. There must be proper playgrounds, and when possible, a gymnasium and a swimming bath.

Now what are some of the concrete defects which this lost vitality produces?

Flatfootedness, slouching walk, narrow chest, with consequent impoverishment of the vital tissues; stooping shoulders, etc.

FLATFOOTEDNESS.—About 75 per cent. of blind people are flatfooted, some very badly, but if the blind person can be taken in hand while a child, much may be done to assist and possibly cure the defect.

The teacher must constantly go in for heel raising movements in every conceivable position and to relieve the monotony of the constant repetition combine therewith arm movements. Jumping, both standing and running, for height and width, must be practised, also running proper, rope-skipping, and any hopping movement such as one gets with the reel and Scotch dancing steps. When the pupil can manage to stand on his toes with his legs straight, heels and knees touching without staggering or toppling, then we can proceed to knee-raising, knee-bending, leg-raising and general balance movements. Half and full knee bending should be assiduously practised in order to strengthen the legs and gradually get them under control.

ERECT POSITION.—Try to impress what five points are necessary in order to secure an erect position of the body; they are to keep the ears, shoulders, hips, knees and ankles in the same straight line; any one of these parts being out of line with the other four, will destroy the erect position. For example, if the chin droops forward, you are rounding the shoulders; if the back is over hollowed, *i.e.*, if the head and shoulders are behind the straight line of the hips and knees, you produce a protruding abdomen; if the body is bent too far forward from the hips, you obtain a slouch, etc.

The weight should always be over the insteps; this requires that the straight line already alluded to should fall from the centre of the head to the insteps. Hence the properly erect person is not vertically perpendicular, but always slightly inclined forward. This can easily be proved by standing against a wall, with the back to it, making the head, shoulders, and heels touch the wall, when the uncomfortable-ness of the attitude will show at once it is not a natural position to stand or walk in.

WALKING.—One defect to be guarded against is jerky heel raising, with each step. I do not mean a *bona fide* walking on the toes, but a kind of up and down jiggle with each step which gives the individual the appearance of a marionette moved by strings. The Balance Step and Stork Marching will help to overcome this.

The exact opposite of this, viz., walking with the weight on the heels and the erect line thrown too far back is really due to the blindness. Blind people naturally object to bumping their heads and they thus often lean back in the hope that their toes will strike the obstacle first and so save their faces.

Then we must not forget the arms. Few blind people unless instructed, ever let their arms swing freely as do sighted people. It must, therefore, be taught that the left foot and right arm move forward together and then the right foot and left arm. At first you will obtain a very stiff action, but this will gradually disappear. Of course, one reason why blind people do not do this easily, is because they so seldom walk alone; it is generally with a companion or some sighted person. And again, as most of the class training in walking will be done in a single rank it can only be made clear by instruction given to each individual.

(*To be continued.*)

Notes.

MISS ROTHWELL of Bolton has been appointed Headmistress of the new School for Partially Blind children in Birmingham, and Mr. Paul has left Craigmillar to take up a post in connection with the Deaf of Melbourne.

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OF our teachers who have volunteered for military service, we have the following information. From Birmingham, one teacher has gone; from Wavertree, Mr. Jones; from Gorleston, Mr. R. S. P. Edden and Mr. W. J. Bagge, from Manchester, Mr. Smith joined the 10th Hussars, and Mr. Lloyd and Mr. Lightfoot, the Army Medical Corps. In Exeter, Mr. Mack has been offered a commission, and Preston is also likely to furnish an officer in Mr. Phillips. Mr. Martin, of Swiss Cottage, has been taking his share in the training of the new Army, and the School's Medical Officer and Professor of Music have also given their services. In most of the above cases, the several Boards of Management are keeping the places open and paying the difference between army rates and ordinary salary.

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ALL communications for the November issue should be sent not later than 15th November to the Editor. *The Teacher of the Blind*, c/o The National Institute for the Blind, Great Portland Street, London, W.

The Braille Review.

A MONTHLY MAGAZINE DEVOTED TO
:: THE INTERESTS OF THE BLIND. ::

VOL. XII.

NOVEMBER, 1914.

NO. 11.

Uniform Type. ✓

[WE have received a letter from Mr. Elwyn H. Fowler, of 120, Riverside Street, Watertown, Mass., the Secretary of the Uniform Type Committee of America, dealing with the "problems, purposes, procedure, progress, plans, prospects and personnel" of the Uniform Type Committee. The Chairman, Mr. Holmes, and his Committee have asked us to make this as widely known as possible, and we think we can best do so by publishing it in *Progress* and *Braille Review*. Copies will subsequently be available free both in inkprint and Braille. It must be pointed out that the remarks regarding the printing presses holding up their output refer to American and not to British presses. We believe the Committee would welcome a spirited correspondence on the subject of their article, and we shall be glad to publish letters from our readers; these, however, must be concise and to the point, and reach the us not later than the middle of the month.—EDITOR.]

PROBLEMS AND PURPOSES.

THE great bulk and cost of embossed books, and even more the great amount of labour involved in reading and writing in relief, have for more than a century constituted one of the chief problems confronting workers for the blind.

The new systems which have from time to time been put forward have been devised to meet needs not adequately provided for by earlier systems, or have been deemed to have great advantages over their predecessors in some great essentials. It is obvious that to determine arbitrarily upon one of the existing systems, as a universal system for the English-speaking world would not rightly or permanently settle the matter. To be accepted universally, and to remain so beyond the lifetime of those who have so accepted it, a system must be intrinsically worthy of such a fate because of its real value and the comprehensiveness and efficiency of its service to those who use it.

To determine what are the fundamental principles which must underlie an embossed system in order that it may best accomplish its mission; to devise a code based upon them; and to secure the general adoption of it are the PROBLEMS facing workers in this field.

To accomplish such results is the PURPOSE whereunto The Uniform Type Committee has been working.

PROCEDURE.

In order to establish the truth of necessary fundamentals, and believing that "the proof of the pudding is in the eating," the Committee has prepared test sheets designed to bring out various

essential points. These have been prepared in each of the three principal dot systems, some as direct reading tests to show what readers in each system, of as nearly equal standing as possible, could do, each with the system to which he was accustomed. Most of the tests, however, have been more or less dissociated from context, and have been made up of characters bearing no relation to each other, except their similarity or dissimilarity of structure, in order that such contested points as relative legibility of characters containing few or many dots, characters whose greatest dimensions are lateral or vertical, the compactness or dispersion of dots in the characters, etc., might be studied with the minimum effect of environment or habit of the reader performing the test entering into the result. Such tests have been tried with over one thousand readers of various ages and under varying conditions as to length of blindness, early education, etc. The results of all such tests have been carefully preserved, tabulated, and studied in order that the utmost atom of information they contain may be brought to bear on the question before us.

PROGRESS.

During the first six years of the Committee's existence—1905 to 1911—it had only about two hundred dollars at its disposal for the entire period. Naturally it was impossible, under such circumstances, to have anything more than volunteer work done, and as the members were all dependent upon their own activities for their personal maintenance, only a small beginning could be made in such time as they could give to this work. Nevertheless, sufficient progress was made so that at the Convention of 1911 our Association felt it worth while to authorize the raising of three thousand dollars to further the work, and at the Convention of 1913, ten thousand dollars.

This enabled the Committee to put two paid workers into the field to gather further data, and to do what they could to bring about such a spirit of harmony among those of different preference and such an understanding of and confidence in the Committee's work as has greatly encouraged the friends of the cause of Uniform Type to believe that the day of its realization is dawning.

PLANS.

The testing of alphabets and of the intrinsic value of individual characters, regardless of their position or meaning, has been accomplished, and it is the plan of the Committee to proceed as speedily as possible to extend its tests into the range of musical and mathematical notations, as well as to complete the remaining features of a literary system involving punctuation, contractions, etc. To this end competent workers are now in the field to continue the work already described, modified according to circumstances.

The material thus obtained, after it has been properly classified and passed upon by the Committee, is placed in the hands of a Construction Agent, whose duty it is to proceed with the actual work of code construction; that is, with the assignment of meanings to characters for the proposed Uniform Type System. The Committee is most gratified to be able to announce that Mr. H. Randolph

Latimer is undertaking this work. Mr. Latimer is eminently well qualified for such a position, and has the confidence and respect of the blind and the authorities in schools and institutions for the blind all over the country, of whatever type-faith they may be.

PROSPECTS.

First, as to completion of the work. Great as is the labour yet to be performed, the Uniform Type Committee feels that it will be possible to present a comparatively full report in 1915, at the San Francisco Convention of our Association. The perfection of some detail may need more time, but it is confidently hoped that the Committee will be able to lay before the Convention a system sufficiently near completion to be ready for immediate use.

Second, as to acceptance of our report. The Committee is often asked what is to be the ultimate outcome of it all. What reason have we to believe that after all is said and done the world will really be any nearer to the use of one uniform system?

In reply to such inquiries, the Committee wishes to call attention to the following facts :

The American Association of Workers for the Blind is composed of several hundred blind people, largely representative of the superintendents of schools for the blind ; of the heads, leading authorities and workers in all kinds of other institutions and organizations for promoting the welfare of the blind. The consensus of opinion represents the viewpoint of practically every institution and organisation for the blind in the country as well as of the blind people themselves. This is a cosmopolitan condition which does not exist in the case of any other similar organisations.

The continuance of the Committee, the acceptance of its various partial reports, the authority given to raise needed funds, all speak for themselves as to the confidence which the Association has in the Committee.

But something very much more concrete is wanted, and happily is at hand. At the Convention of 1913, nine superintendents of schools for the blind, unsolicited by the Type Committee and without its knowledge until the canvass had already been made, signed a testimonial whereby they pledged themselves in advance to adopt and use in their future work the findings of the Committee and the system proposed by it.

But this is not all. One superintendent, not of this group, has said that he should immediately proceed to print and use in his school elementary text-books in the system recommended by the Committee as soon as the system was ready for use, and should follow this with more advanced matter as the classes familiar with the new system were ready for it, and predicts that long before the class first using it has reached the upper grades, those in the upper grades will have demanded books for their own use in the new system, and this demand will have been met, so that in a very few years the system will have quietly and naturally worked its way throughout his school.

The editor of one of the leading magazines for the blind, now publishing two editions, one in each of two systems, has said that as

soon as there is a sufficient demand for an edition in the new uniform system he will meet that demand.

A considerable number of workers for the blind in England, including those most prominent in type questions, have approved the plan for the Uniform Type Committee to devise two systems for comparison and selection; one to be constructed entire, strictly in accordance with the results of the Committee's experiments, and designed to possess the highest excellence and efficiency; the other to have the British Braille Alphabet, with the other portions of the system arranged in accordance with the results of the Committee's experiments; and it is hoped that a representative committee of at least five practical folk will a little later be chosen in England to confer with the Uniform Type Committee in America and examine their findings, prior to the San Francisco Convention of June, 1915.

The controllers of presses for the publication of embossed literature are, many of them, holding back on production until they have satisfied themselves as to what is to be the system of the future. In the meantime they are putting out only the minimum needed for immediate use in the systems which they have been in the habit of using heretofore.

The attitude of such men is not unique, but is typical of that of the great majority of those interested and concerned.

It has been argued that the adoption of another system, which should supersede those now in use, would be a waste of books now in existence. We feel that such books in the various embossed types will be required for the personal use of a host of individuals who, whatever their attitude toward the uniform system, will still wish, in greater or less degree, to continue their personal reading in the system already familiar to them. By the time that there ceases to be such a demand for such books, if no more are printed in these types, the books themselves will be practically worn out; and thus a gradual transition, working no injustice and no great hardship to any one, will have been accomplished.

PERSONNEL.

The Uniform Type Committee, as originally appointed in 1905, consisted of five members, of whom three are still serving. In 1909 it was increased to ten members. In 1913 it was reduced to seven members.

The present membership and organisation of the Committee are as follows:

CHARLES W. HOLMES, F.T. Coll. M., Chairman, 34, Valentine Street, Cambridge, Mass. Graduate of the Perkins Institution and Massachusetts School for the Blind. With the Massachusetts Commission for the Blind, Superintendent of training and employment for men.

ELWYN H. FOWLER, Secretary, 120, Riverside Street, Watertown, Mass. Graduate of the Perkins Institution and Massachusetts School for the Blind. Instructor in the same.

MRS. FOWLER (not blind), not a member of the Committee, is engaged as clerk and tabulator for the Committee, and has been in close touch with all its work from the beginning, and

accompanied Miss Howard in the field work for the Committee. She has taught both at the Perkins Institution, Boston, and at the Royal Normal College, London, and was one of the originators of the Memorial Home for the Blind at Worcester, Massachusetts.

MINNIE E. HICKS, Chestertown, Md. Graduate of the Maryland School for the Blind, Baltimore, Md. Teacher in the same school. Courses at the Johns Hopkins University, Baltimore. Teacher's certificate from Maryland State Board of Education.

L. PEARL HOWARD, Oakley, Ia. Graduate of the Iowa College for Blind. The investigation, application of tests, and field work conducted by the Type Committee, 1911-13, was personally carried on by Miss Howard, accompanied and assisted by Mrs. Fowler. This involved the testing of 1,200 blind readers of all ages and classes, and the visiting of a large number of schools, libraries, and other institutions in the United States, Canada, England, and Scotland.

H. RANDOLPH LATIMER, Ph.B., Maryland School for the Blind. Head teacher in the same school. He is the construction agent of the Type Committee, whose duty it is to build up the system to be recommended by the Committee, from the code material and in accordance with the statistics furnished by the investigating sub-committee.

E. J. NOLAN, LL.B., 4557, Dover Street, Chicago, Illinois. Educated at Illinois School for the Blind. Graduate of the Chicago College of Law. Ex-president of the A. A. W. B.

AMBROSE M. SHOTWELL, Michigan Employment Institution for the Blind, Saginaw West Side, Mich. Graduate of the New York State School for the Blind, Graduate from the Michigan Normal College at Ypsilanti. Assistant superintendent and librarian of the Michigan Employment Institution for the Blind. Formerly printer at the Michigan School for the Blind.

(Signed) ELWYN H. FOWLER,

CHARLES W. HOLMES,

Publicity Sub-Committee of the Uniform
Type Committee of the American
Association of Workers for the
Blind.

* * * *

Recognition on Restoration of Sight. ✓

To the Editor of *The Braille Review*.

Oct. 19th, 1914.

Sir—Mr. Aylward's letter in the last issue of *The Braille Review* on the above subject and the Editorial comments appended thereto greatly interested me. Some years ago I had the honour of acting as masseur to the late Professor Malcolm McHardy who had met with a severe motor accident. During the eight weeks I attended him, he told me many interesting things about the eyes, and amongst them was one of a child who was born blind through cataracts, having her sight restored at the age of five. As she was a rather precocious child, during her stay in the hospital she had won a good deal of attention, and the Doctor had found out that she was very fond

of sponge cakes. Three weeks after the operation, and prior to the nurse removing the bandages, the Professor procured a piece of coke, which he held in the right hand, and a sponge cake which he held in the left. The bandages were then removed and the child was asked which cake she would prefer. She at once pointed to the piece of coke, proving that she had no idea of shape. The Professor could not form any definite conclusion why this was so, but he was inclined to believe that it was the colour that attracted the child.—Yours truly, W. R. STANLEY, 41, Dawlish Road, Leyton.

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Notes.

THE RELIEF OF THE BLIND.—The Council of The National Institute for the Blind is, by means of a large number of blind collectors, raising funds to relieve the distress among the blind which has been brought about by the war, and their efforts are meeting with very gratifying success. The home worker, rather than the workshop employee is most affected although we know of several workshops which have suffered through the war.

The Staff and workers of the Birmingham Royal Institution for the Blind, have agreed to pay a maximum of $2\frac{1}{2}$ per cent. of their salaries and wages to form a fund to relieve local cases. This will yield about £130 a year. At a Committee meeting just held fourteen applications were dealt with. Two were declined; three are to receive 5s. per week; one 3s. a week; and one 2s. 6d. a week. Various sums were also voted to other applicants to be spent in clothing or nourishment. The fund is not intended to benefit blind people only, but families containing blind members will have preference. We shall be glad to hear what other Institutions are doing in this direction.

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MRS. MARIAN WOOD has now raised 100 guineas for The National Institute for the Blind in aid of its Building and Endowment Fund.

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By invitation of the Book Committee of The National Institute for the Blind, a Braille code for the Hebrew language has been kindly prepared by Mr. C. F. Waudby, B.A., in consultation with the Rev. Canon Rendell. Copies will be sent, free of charge, to friends who will critically examine it, and send their views to the Secretary-General, The National Institute for the Blind, Great Portland Street, London, W.

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F. RILEY, a totally blind student at the College for the Higher Education of the Blind, Worcester, has passed the Senior Cambridge Local Examination, gaining the mark of distinction in spoken French.

* * * *

BLINDNESS THROUGH INJURY IN WAR TIME.—The Council of The National Institute for the Blind, Great Portland Street, London, W., have undertaken to help, as far as practicable, all men who lose their sight while serving their country in the present war. Names and addresses of those who desire to avail themselves of this offer should be forwarded to the Secretary-General of the Institute.

The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION
:: OF TEACHERS OF THE BLIND. ::

VOL. II.

NOVEMBER, 1914.

No. 11.

Editorial.

FOR mankind today there is but one topic of thought and conversation. "In one way or another men are held by it unable to think for long of anything else and constantly, pulled back from any wandering of interest to the one engrossing concern." To many of us life has become more real, more naked and elemental. We are learning to live outside of ourselves, in the greater life of the nation. Round our focus of attention in each morning's tidings of gains and losses, there lies, too, the wide periphery of kindred and war-inspired interests. We are keen to know many things which a few weeks ago we should have passed in apathy. One such matter, of particular interest to teachers, is the extent to which Germany in her actions is attempting to carry into effect the teaching of her professors. It is said that Prussian expositors of history and statecraft like Treitschke, Droysen and Sybel, have imposed their interpretations upon a credulous country and made of the industrious scientific German a willing tool for the propagation of their gospel. It may be, nay, it must be that before a people subscribed to such summaries of doctrine as "The State is Power" and "War is politics *par excellence*," it must have been rotten ripe for conversion but testimony seems agreed that the influence of the professors was enormous. The responsibility of the teacher is thus brought home with compelling force. If Prussian lecturers can achieve such mastery over men by means of a bewilderingly false social psychology what may not teachers achieve who forge along the lines of true development and progress. The minds whereon the elementary teacher works cannot so quickly carry their theories into action but they are surely more impressionable and through their multitude more potent than the product of the university. In this country, at least, it is the elementary teacher who comes most closely into contact with the great mass of public opinion in the making and so it is with something akin to shock that we realise how much the future of national policy lies in our hands. It is a responsibility spread over a great army of workers; none of us can aspire to the individual domination of a Treitschke, but each of us must take the responsibility to himself. We cannot too often be reminded that we are educating a generation which is not to live in our world but in a world a generation older and, we hope, more than a generation wiser. Are our own ideas worthy of this charge? How many of our pet theories will be food for mirth in a more emancipated age? Have we ourselves the necessary equipment to train our scholars to move freely in that land whereon our feet will never tread. If we got the Pisgah glimpse it is enough. The danger is that we will be content to lead as if

there were no country beyond the mountains, no horizon beyond our own. If we regard nationality as a bar to community of interest and the present racial suspicion and strife as permanent and essential factors in human existence, we are but timorous pessimists who should have nothing to do with the young. If, on the other hand, we can set our pupil's minds at such an angle that they see the State not as Power but as Co-operation and War as the abdication of Reason in favour of Force, we are doing worthy service in the building of a better Europe.

Physical Training of the Blind.

✓ BY G. M. CAMPBELL.

(Continued from last month).

Again the majority of blind people make their steps too long, in other words walk with ungainly strides; this stride produces a constantly bent knee, which gives the appearance of a worn out old man. Require a shorter step, and more action from the hip so as to stop the bent knee. If to the stride is added a rocking body and a wagging or nodding head, you secure a champion horror which it will take months to put right. The rocking body, which is a most troublesome defect, can only be conquered by trunk bending and turning exercises with and without arm movements. Frequent practice of "Trunk bending forward and downward" from the position "with the feet astride" and the arms stretched upward is good, and other combinations will readily suggest themselves. Treat the head similarly to the trunk, *i.e.*, bend it and turn it. One of the very best exercises is "Arm turning outward and inward with head bending backward accompanied by deep breathing." Next take up quick marching, marking time, turning on the march, marching on the toes, marching with knee raising, hopping with leg raised forward or backward (both splendid exercises), changing step and running. The marching and running are better done in a single rank and in the case of beginners and children, with the arms locked. Marching in single file can never be effective with blind people. A great advantage of the single rank method is that one can more quickly arrive at a standard length of pace. Halting when running is always better accomplished in four steps than with two.

RUNNING.—Running frequently requires considerable practice, but not a little of the difficulty will be removed if the teacher makes it clear that running is a series of hops in strict time, that is to say, there is an appreciable space of time, about one-fifth of a second, between each hop, when neither foot is on the ground; this occurs while one foot is being lifted up from the ground and the other falling down on to it. In walking, one foot is always on the ground.

A splendid exercise is to mark time on the toes at the double with alternate fore-arm raising keeping the fists clenched. Practise say for 32 counts at a time.

Be careful in running that the half-leg from the knee to the toes is raised backward, except where one is deliberately running with knee raising. The body must be kept still more forward than with walking. The erect line from the head will fall on the toes not the insteps.

BREATHING.—Lastly, insist on nasal and not mouth breathing.

The nose is to breath with, the mouth to eat and sing with.

Try and do some breathing exercises at every lesson, for the blind, as a class, do not breathe well. It is quite rare to find a blind person, who has not been specially taught, able to take real good deep breaths. It is therefore most important and cannot be too frequently practised. It not only oxygenates, thus purifying the blood, but it increases and strengthens the thoracic cavity, which means building up stamina and reserve force. It is the best possible form of laying up an endowment fund, if one may say so, of physical force against the proverbial rainy day of illness and old age. It is like building a splendid gasometer wherewith to keep the physical forces well supplied with light. Among children it is one of the best ways of preventing adenoids, colds and sore throats. It is also an excellent antidote to nervousness. A few deep breaths before commencing to sing a solo, or do anything at which one feels likely to be nervous will have a wonderfully steadying effect, and do more than anything else to put one at their ease. But, if for no other reason than mere personal appearance—and all sane blind people like to make the most of themselves just the same as do the sighted—deep nasal breathing should be constantly practised. What is more unpleasant or gives a more idiotic expression to a countenance than the constantly open mouth! Therefore, for the sake of health, appearance, and comfort, practise deep breathing.

NARROW CHEST.—All shoulder and deep breathing movements will help here, but give the preference to exercises which raise the arms sideways rather than forward.

Having now begun, by means of free movements, to make our blind person supple and somewhat more normal in appearance, comes the question: what next? Shall we content ourselves with this, or shall we go farther? By all means advance! Free movements, however much they assist general suppleness of the joints and improve the carriage of the body can never give much strength, and certainly can never give courage and self-reliance. Every institution that can possibly afford it should have a gymnasium, and try at least to furnish it with a vaulting horse, parallel bars, horizontal bar, dumb-bells and wands (either wood or iron).

Work on apparatus should not usually commence before the age of 14, and even then the rule in resting exercises should be that two hands and one foot, leg or body, or two feet, legs or body and one hand should be resting on the apparatus at the same time. The reason for this is that the bones not being fully developed, may more or less easily be forced into incorrect positions.

Dumb-bells, being weights, give a strength which is impossible with free movements only; but insist that the bells are tightly gripped. Great care should, however, be exercised that the bells are not too heavy. Wooden bells, not exceeding one pound in weight are best for women and youths. Even with adult men a three pound bell is ample. It must always be the teacher's object to train and improve, not *strain* and *deform*.

Wands add a pleasurable variety to both free movements and dumb-bells, and are particularly helpful in shoulder movements. The twisting exercises are not only graceful, with a spice of intricacy thrown in, but are splendid for strengthening and improving the flexibility of the wrist.

Of the odd 8,000 exercises for the horse, parallels, and bar, only those exercises are impossible for the blind which require the apparatus to be run at. Such exercises should not be attempted by the totally blind, and even with the partially blind, they are best avoided. It is on such pieces of apparatus as these that strength and courage are obtained. No amount of free movements, dumb-bells or wands will give a blind person the courage to execute a vault, a shear, front-roll, upstart, under-swing, etc., etc. He must come in contact with the apparatus, and by progressive exercises have his courage stimulated. It is always delightful to watch the supreme content which passes over a blind boy's face when he feels he has gained sufficient confidence to do some of the exercises enumerated entirely by himself.

Of course, if funds permit, add all other pieces of apparatus usually to be found in an ordinary well-equipped gymnasium.

One of the hardest possible things to teach a blind person is club swinging (English style), as it is so difficult for a blind person to know how to describe a circle with the club and yet keep it in its proper plane. But it is well worth while.

Rope-skipping should be encouraged; it is magnificent exercise, is usually popular, and can be carried to a very advanced and intricate stage.

AIR AND CLOTHING.—*Air.* Above all remember when teaching physical exercises, that the room in which the instruction is given is well-ventilated, and full of fresh, pure air, before work is commenced. Whenever possible, and the weather permits, teach in the open air.

Clothing.—If work is to be practised on apparatus, rubber soled shoes are a necessity:

- (1.) Because heavy boots or shoes knock the apparatus about and wear it out, making splinters which run into the hand, etc.
- (2.) The heavy boots make it impossible for the legs to work freely and easily.
- (3.) You prevent the foot and ankle obtaining the exercise it should have.

A jersey should replace the shirt with its collar and cuffs, or the bodice or tight-fitting blouse, and of course, stays in the case of girls and women should never be worn. Care should be observed at all times to see that clothes are not too tight nor boots too small. It is injurious to health and prevents progress. How can a boy with a tight-fitting collar expect to sing properly? or a girl tightly laced expect to be healthy, while all day long she is compressing her heart and lungs and interfering with all the vital forces performing their functions properly.

We have now very briefly, too briefly, I fear outlined some of the ways and means whereby the worst physical defects of blind

people may be combatted, what kind of exercises will stimulate their courage and give them self-reliance, but we must not conclude without some remarks and cautions as to the teacher and the actual giving of the lesson.

The teacher must so thoroughly know and understand the exercise to be taught that a perfect word picture of the position or movement required can be given in simple yet comprehensive language. Setting an exercise and then telling a blind person to "copy me" or "do this" as is usually done in sighted classes is, of course, absurd with blind people. Your words must paint the exercise, and it must be so clear as to be readily grasped.

After the explanation is understood, then require the position or movement to be done after receiving a word or words of command. "Commands" should be quick or slow according to the tempo of the movement required with the accent of the voice always falling on the last word of the command. When a certain amount of facility has been gained the commands can be replaced by "numbers." In using numbers, be careful to use continuous numbers for all the movements of the exercise. For example, if you have an exercise of four movements, two at the left side and two at the right side, do not count "one, two, one, two," but "one two, three, four," and so on up to whatever number of movements comprise the exercise, eight, sixteen, etc. The different numbers help to remind the memory of the change of side. Lastly, "numbers" may be replaced by "music," but never until the exercises can be smartly and correctly done by "numbers." Never start with the music directly after an explanation; you are but putting a premium on slovenliness.

Except with very young children insist on absolute accuracy of position or movement. Otherwise, you are encouraging inattention and laziness.

Demand smartness, and see that you get it.

Remember your teaching must aim at receiving the following results:

- (A.) If you have a very stupid pupil, and unfortunately they are not so rare as one could wish, try and split up the exercise or movements into parts, and arrive at the goal that way. If all else fails, let the pupil examine you in the position required.
- (B.) Normal vitality: Improved health, strength and stamina. Absolute smartness and precision of execution: Complete control and self-reliance: An upright, free, graceful, and supple body. Thus, and thus only will the teacher fulfil the duty entrusted to him.
- (C.) Do not be discouraged if progress is slow. It is so more often than not.

Persevere, and you will eventually have the satisfaction of knowing you have brought health and happiness to what, if neglected and untaught, would have been weak and deformed. You have tried to rescue the body of one of God's creatures, and tried to train it into a nearer similitude of that Image.

(To be continued.)

Notes.

A CORRESPONDENT writes :—Acting on a hint in Professor Adams's "Exposition and Illustration in Teaching" I recently asked my class to write an essay on the spending of ten shillings. They were to imagine that a friendly and munificent uncle called and presented to each a-half sovereign. How would each lay out this wealth. The nearness to Guy Fawkes day tempted away a fair amount of money to fireworks and two boys (totally blind) also indulged in electric flash lamps. This sounds a great refinement on Louis Stevenson's boyhood's lantern, but would be a very poor second in the matter of smell. A few invested in Braille writing frames and books, and one, whether in excess of industry or lack of imagination let us not inquire, plunged three shillings on an arithmetic tablet. The call of the hour was not unheeded for practically everyone started off with donations to the National Relief and Soldiers' Cigarette Funds. Two boys were mercantilely minded and bought fruit and groceries which they intended to sell at "a very high price." With capital thus increased they would buy more and thus build up a thriving business. One finished by saying :—"when I have several men and carts taking round my fruit to sell, I shall be rich." There are evidently more castle-builders than are born in Mesopotamia. The girls were not startlingly original but one excelled all others in generous gifts to a large home circle. One boy openly desired a bottle of hair oil and a cake of scented soap, though strangely enough, his appearance did not betray his aspirations dandywards. One youth was overcome by the magnitude of the sum and after spending a shilling or two confessed his incapacity to deal with such riches. Another, on the contrary, bought all manner of articles to the extent of fully forty shillings and concluded thus :—"the rest I should put in the bank until it grew to £100. Then I should buy a piano."

* * * *

MME. MAURICE MAERLINCK has written an enthusiastic and poetical description of a visit to Miss Helen Keller in the latter's home. The book is called *The Girl who Found the Blue Bird* (Hodder and Stoughton, pp. 159, 5s., net), and contains some remarkable photographs, notably three in the library at Wrentham.

* * * *

MISS WRIGHT of Leeds has been appointed Headmistress of the Thomasson School for the Blind, in Bolton. Information about any member having gone, or intending to go on active service, will be gladly received.

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ALL communications for the December issue should be sent not later than 14th November to the Editor, *The Teacher of the Blind*, c/o The National Institute for the Blind, Great Portland Street, London, W.

The Braille Review.

A MONTHLY MAGAZINE DEVOTED TO
:: THE INTERESTS OF THE BLIND. ::

VOL. XII.

DECEMBER, 1914.

No. 12.

Blind Children and how to Train Them. ✓

By Miss E. WALKER FINLAY,

Hon. Lady Organizer, The National Institute for the Blind.

ACCORDING to the greatest educationalists of past and modern times the most important senses of the five, during babyhood, with which human beings are endowed, is the sense of hearing. Pestalozzi based all his arguments on this one great fact and Matthew Arnold lays great stress on the influence of soft music when the child is falling asleep or awakening from its slumbers.

This may seem strange to the members of the sighted world who are absolutely accustomed to use the sense of sight on every occasion before using any of its four companions. But the medical man or the trained nurse are well aware that even in the sighted world of babyhood the blue eyes of the infant "look" without actually seeing for many months after its birth. Even a bright light passed in front of the child is not sufficiently attractive to keep the attention and induce the baby to turn its head. In backward children this want of "sight" has been noticed as late as nine months and to again quote Pestalozzi he affirms that the ordinary child does not really "see" (or visualize, to be more correct), until the child is nine months old. The early development of the sense of hearing in the sighted child must of necessity be more greatly developed in the case of the blind child.

The sense of hearing of the blind baby does double duty, the duty of making images on the infantile brain as well as carrying messages to the infantile mind. Later on the sense of touch is an able lieutenant, and these two senses are going to be the pilots to guide the barque of the blind man's life through still or stormy seas.

Thus psychologically, hearing and touching are the first awakening senses and must be the most carefully trained and developed.

The following suggestions, of an affirmative nature, based on the preceding remarks and on personal experience are offered to mothers, nurses and teachers who have blind children under their care.

BABYHOOD.

The habits and mannerisms of the man are not acquired entirely in the years of discretion and the foundation of all of them is laid in the years of infancy and childhood. These mannerisms in the sighted world are often objectionable so that care should be taken in the case of the blind child that his sub-conscious movements should be guided that the child will be natural and spontaneous. Bearing this in mind, the blind baby, whether lying in his cot, or on the rug, or in his mother's arms, should receive attention every moment that he is awake and be kept occupied as far as occupation is practicable. Mother's voice should always be soft and caressing and as she passes to and fro through the room the child should be spoken to so that the developing brain may learn to *differentiate between the near sound and far away sound and the direction from which the sound is coming*. Brothers and sisters, and other members of the family should follow the mother's example and when entering the room, talk to baby in free and happy tones. Where it is possible music should be utilised to the fullest extent and all baby's toys and playthings should have some musical jingle or chime. Baby will at once turn towards such with eagerness and the second important sense, "touch" will immediately be noticed. The little hand will stretch out towards the sound and wherever it is possible the baby fingers should be allowed to feel or grasp the object. These two senses, hearing and touching, become united forces and at this early period the brain begins to connect the association of ideas towards the strengthening of memory. Playthings, therefore, for the blind infant should be all musical. The old-fashioned rattle with the raucous scraping sound is not the advisable plaything for the blind baby whose nervous system is naturally at a greater tension than that of the sighted baby. These toys should never be out of the child's immediate reach, and if, as in the case of the sighted child, he throws them on the floor or off the bed, the mother should take care to replace them to their former place. The child will soon learn where to find his playthings.

The first real difficulty will arise when the child has a desire to walk. He will probably crawl all over the floor and his baby mind will gradually learn that the world is bigger than he imagined. He will make fresh discoveries every day and it is most important that at this juncture he should be watched, although not necessarily guided. The heat of the fire will prove a great attraction, the sound of running water will be another, and immediately there is a prospect of danger it is necessary for the guiding hand to intervene. When he discovers he can stand, be perfectly certain that the article of furniture he grasps is quite steady. Then allow him to follow its contour and at the same time name the article. As the child's legs become stronger he will want to walk without holding the article and mother's hand will be a sufficient stay for two three feet and he will gradually learn the dimensions of the room, and the position of the articles therein as he is guided from place to place. A few excursions and he will be going on his own. He will possibly have many a little knock and stumble as he navigates the room.

Always have furniture in the same place, for after all nothing is more bewildering to the non-sighted than to find objects repeatedly changed in position. This maxim holds good throughout a blind man's life, and the sighted should be most particular in having "*A place for everything and everything in its place.*"

Having baby once on his own, keep one corner of the room for his toys. He will very soon be able to locate the place and of his own accord take his playthings and return them again. Where he is one of a family, instruct the other children not to endeavour in any way to increase his difficulties, but at the same time he must always be treated as if he were a sighted child and as he gets older let him join in the games of other children. Being thus treated as a sighted child, the family should always bear in mind never to mention in his hearing that he is different from other children.

If it is essential to have baby's toys always in their own place it will be equally essential to have his clothes where he knows where to find them.

As soon as the little child begins to talk let him master correctly the names of all objects in every-day use—articles of clothing, household utensils, and table-cutlery. The sighted child is very proud of new socks or shoes, his birthday or Christmas presents, and the non-sighted child can show an equal appreciation.

CHILDHOOD.

Preliminary to our remarks and suggestions for the care of the blind child through childhood days we give at some length a quotation from the biography of Dr. Blacklock (a blind Doctor of Divinity) who was born in 1721. Although he lived two hundred years ago the suggestions he makes on the training of blind children are as applicable now as they were then.

"Parents and relations ought never to be too ready in offering their assistance to the blind in any office which they can perform, or in any acquisition which they can procure for themselves, whether they are prompted by amusement or necessity. Let a blind boy be permitted to walk through the neighbourhood without a guide, not only though he should run some hazard, but even though he should suffer some pain. If he has a mechanical turn, let him not be denied the use of edged tools; for it is better that he should lose a little blood, or even break a bone, than be perpetually confined to the same place, debilitated in his frame, and depressed in his mind. Such a being can have no enjoyment but to feel his own weakness, and become his own tormentor; or to transfer to others all the malignity and peevishness arising from the natural, adventitious, or imaginary evils which he feels. Scars, fractures, and dislocations in his body, are trivial misfortunes compared with imbecility, timidity, or fretfulness of mind. Besides the sensible and dreadful effects which inactivity must have in relaxing the nerves, and consequently in depressing the spirits, nothing can be more productive of jealousy, envy,

peevishness and every passion that corrodes the soul to agony, than a painful impression of dependence on others, and of our insufficiency to our own happiness. This impression, which even in his most improved state, will be too deeply felt by every blind man, is redoubled by that utter incapacity of action, which must result from the officious humanity of those who would anticipate or supply all his wants, who would prevent all his motions, who would do or procure everything for him without his own interposition.

"This direction was probably suggested from the author's own feeling of the want of that boldness and independence, which the means it recommends are calculated to produce.

"If the limbs of your blind child or pupil are tremulous ; if he is apt to start, and he is easily susceptible of surprise ; if he finds it difficult to sleep ; if his slumbers, when commenced, are frequently interrupted, and attended with perturbation ; if his ordinary exercise appears to him more terrible and more insuperable than usual ; if his appetite becomes languid, and his digestion slow ; if agreeable occurrences give him less pleasure and adverse events more pain than they ought to inspire, this is the crisis of vigorous interposition."

There is a golden thread running through the above quotation, the same golden thread that runs through the matter of all the greatest psychological, ethical and educational volumes which treat of the proper development of the human brain.

In the case of the sighted child this golden thread could be called "freedom of will." In the case of the blind child it comprises more than this. His own natural temperament leads him to "want to do things" but his infirmity puts an obstacle in the way because of the uncertain knowledge of his childish brain and the limitations of his powers. Viewed then in this light the non-sighted child does not have the same "freedom of will" as the sighted child, and the senses which co-operate under careful guidance to make up for this deficiency must have a very special training, not a course found in a school curriculum or a university schedule : in short the child must be trained in *reconsensing*.*

The explanation of this word is quite simple. It is merely a collecting together of the impressions taken by the senses ; these are "stored back" in the brain for further use when required. The blind child should have this "freedom of will" so that when he "hears" of something he thereupon "touches" something, gets a careful account of the same article, including colour (which after all is an unknown quantity in the blind world) ; he immediately collects the results he has acquired, "pigeon-holes" them in his brain and *reconsenses* them for the recurrence of a similar impression. Thus *reconsensing* becomes a twin brother to memory and at the same time is memory's adjunct because properly trained *reconsensing* adds a quality to memory, *i.e.*, accuracy. Having thus developed the

[*This word was coined by the late Professor S. S. Laurie, Chair of Education, Edinburgh University.]

important senses, hearing and touching during the period of babyhood, and laid the foundation of an accurate memory, the child will be ready to begin his school days and develop all the conscious and sub-conscious activities of his brain.

(In the next article we shall deal with the school days of the child.)

[*This word was coined by the late Professor S. S. Laurie, Chair of Education, Edinburgh University.]

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Obituary.

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WITH the deepest regret we record the death of Miss Adelaide E. C. Moon, the Hon. Secretary and Treasurer to The "Moon" Society, Hon. Secretary to the Blind Relief and Visiting Society for Brighton, Hove and district; also Hon. Secretary to The "Moon" Pension Fund for the Necessitous Blind of Sussex. She passed away peacefully at her residence, 104, Queen's Road, Brighton, on November 12th in the 70th year of her age, and was laid to rest in the Extra-Mural Cemetery, Brighton.

A short service was held at 104, Queen's Road, but it was in the cemetery that the most affecting scene was witnessed. A large crowd of blind persons assembled and at the close of the service sang—evidently quite spontaneously—the hymn "Blessed assurance, Jesus is mine." To each blind person in the throng Miss Moon was intimately known and deservedly beloved.

The National Institute for the Blind was represented by Mr. Henry Stainsby, the Metropolitan Union of Societies for the Blind by Mr. Henry J. Wilson, the Home Teaching Society by Miss Gilbert, and the Royal Normal College by Mr. Guy M. Campbell. A large number of beautiful wreaths were sent by those who had known and esteemed Miss Moon.

The daughter of the late Dr. William Moon, the blind inventor of the type that bears his name, Miss Moon had carried on the work of publishing books for the blind with signal success. For one head and one pair of hands to have conducted what was in effect a printing establishment of no mean proportions, and to raise the necessary funds for the purpose, was a feat which few could have accomplished. It was an education to pass through the various rooms of The Moon Society and hear every detail explained by its capable Hon. Secretary. Every department bore the trace of great ability, keen perception business principles, and all those other qualities which are necessary to the efficient conduct of highly specialized work.

To have known Miss Moon intimately as we have done was to esteem her as a refined, educated, capable and altogether delightful Christian English lady. Her whole life was spent in the cause of the blind without fee or reward, and the world of the blind is vastly poorer by her death.

We hope at an early date to give an account of the work of The Moon Society since its foundation.

IN the death of Miss E. M. de Hamel, of 12, Crossfield Road, Hampstead, N.W., which occurred on Friday, November 6th, the Blind have lost a friend of long standing and great usefulness. Miss de Hamel's interest in the Blind dates back some forty-three years when she became a voluntary reader to the pupils at the School for the Blind, Swiss Cottage, a post which she occupied up to the time of her recent illness. She was also deeply interested in the After-Care work amongst the Blind. She was a Member of the Committee of the School for the Blind, Swiss Cottage, since 1885, and had a greater personal knowledge of every pupil passing through the School than any other Member of the Committee. As an untiring worker in her efforts to benefit the blind of both sex she will be greatly missed and mourned by all those who have learnt to love her and appreciate her worth.

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THE death is announced of Senator Gregor McGregor, who was a member of The Australian Labour Cabinet of 1910. He had been blind for several years.

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Notes.

OUR ally Russia has the unfortunate distinction of possessing an extraordinary number of blind persons among her population, the proportion rising in some districts as high as one in every hundred men. It is interesting to learn that among the peasants in some parts of Russia it is considered exceedingly bad form, almost amounting to an insult, to speak directly of a person's blindness, and accordingly, instead of saying, for instance, "Your blind brother," they use the picturesque expression "Your darkened brother."

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OUR RUSSIAN AND FRENCH ALLIES.

A Sale of Baskets, Warm Garments, etc., made by the blind of Russia, France, and India, will be held on Saturday, December 5th, 1914, at St. Peter's Schools, Lower Belgrave Street, S.W. (corner of Ebury Street, S.W.). Lady Trotter will open the sale at 3.30. Entrance, 1s. Tea at 4 p.m., 1s. Entrance after 6 p.m., 6d.

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Important Publications.

WE call our readers' special attention to the new publications advertised in this issue, which have reference to the present war. "Why we are at War" (Vol. III. is principally in French and German and contains the Russian Orange Book and extracts from the Belgian Grey Book); "The Germans—their Empire"; "The Germans—What they Covet," are all reprinted by kind permission of the Oxford University Press, and will be found most instructive. "Comforts for Soldiers" and "Comforts for Sailors" should interest the blind friends of our lady readers.

The Teacher of the Blind

THE ORGAN OF THE ASSOCIATION

:: OF TEACHERS OF THE BLIND. ::

VOL. II.

DECEMBER, 1914.

NO. 12.

Editorial.

IN twenty-four numbers *The Teacher of the Blind* has run the first stage of its life. Its companionship with *The Braille Review* now ends and next month will see the first of a separate issue. For the help and shelter which were given to our untried venture by the Council and Secretary of The National Institute for the Blind we can never be unmindful or ungrateful. Our leaving is but a sequence of the success which by their assistance we have attained. That success was bound to lead on to independence. What might have been rash in the first instance is now but natural development. Two years have proved the solidarity of the Association. In no direction so much as in its demand for a Magazine has this corporate feeling been expressed. Our last Annual Meeting which decided on the transition now before us, did so with a unanimity very cheering. In criticism it was loud but its very strictures were symptomatic of a large ambition. What it wanted was an organ which would speak with the erudition of the *Nineteenth Century*, with the authority of *The Times*, before the days of amateur photography, with comprehensiveness like that of the *Home University Library* and with the pungency of a *Preface by Shaw*. Such, although in truth there was no naming of names, was the current of advice which rose to the idea of a *Teacher* with an individuality entirely its own, a magazine with one name and one name only, upon its title-page. The sense of untrammelled ownership was exhilarating and found the Association, unlike Touchstone, in no deprecatory mood.

The pertinent question—what chance has the Association of getting the Magazine of its dreams? must meet with the sobering reply that it depends entirely on the Association. The matter is in the Association's own hands. In the past it has taken too little share. We appeal for more co-operation in the future.

It must seem, to some, an injudicious season for making new departures. Our minds are certainly full of more tragic doings but, after all, our little world and its needs remain. Comparatively few of our members have gone to the War. Our work must be carried on with the same patience and energy as in times of peace and so our Magazine has still its place to fill.

Physical Training of the Blind.

By G. M. CAMPBELL.

(Concluded.)

As promised, I now give three series of exercises, two of wands and one of dumb-bells, each of eight exercises; each exercise is composed of sixteen counts and can be executed with or without music, if with music, something in 4/4 time will be found most convenient. The exercises are suitable for children or adults. As few words as possible have been used in compiling the actual movements; it will, therefore, be necessary to give a few general explanations.

With the wands, the starting position is, unless otherwise stated, with the bar horizontally in front of the legs and the hands at the ends of the bar. The bar or wand should be 42-ins. in length and not less than three-quarters of an inch in diameter. Whether made of wood or iron the bars should be varnished so as to slip easily through the hands. Iron wands should only be used by senior boys or men.

At "16," the starting position should always be resumed.

All "lunges" require that the moving foot shall be carried three foot lengths away from the other foot, and have the knee bent so as to be over the toes when the foot strikes the ground. The recovery must be made by pushing the lunging foot sharply against the ground and springing back without any scrape. The non-lunging leg must keep a straight knee.

"Reverse lunges" require the moving knee to be kept straight and the stationary one to be bent.

With the dumb-bells, the starting position is the position of attention, the hands tightly gripping the bells, the backs of the hands outwards.

WANDS.—FIRST SERIES.

- Ex. 1. 1. Raise L knee upward and bar in front (to chest).
 2. Recover.
 3. Raise R knee upward and bar in front.
 4. Recover. Repeat 3 more times to make 16 counts.
 "In front" = centre of bar touching chest, elbows down by sides.
 "Knee upward" = thigh and half leg at right angles, toes pointed down.
- Ex. 2. 1. Raise L leg backward, and bar forward.
 2. Recover.
 3. Raise R leg backward, and bar forward.
 4. Recover. Repeat to 16.
 "Bar forward" = bar at height of shoulders, arms straight.
 "Leg backward" = leg straight, raised clear of floor.
- Ex. 3. 1. Place L foot forward in step position and swing bar upwards.
 2. Recover.

3. Place R foot forward and swing bar upward.

4. Recover. Repeat to 16.

“Bar upward” = centre of bar over centre of head, arms straight.

“Step position” = foot one foot length forward, but toes only resting on ground, knee straight.

Ex. 4. 1. Full knee bend and twist L over R.

2. Recover.

3. Full knee bend and twist R over L.

4. Recover. Repeat to 16.

“Twist over” = one arm crossed over the other with bent elbows ; the hands here at commencement are at the width of the shoulders apart.

“Full knee bend” = sitting down on heels, knees separated.

Ex. 5. 1. Raise R leg sideways R and bar sideways L.

2. Recover.

3. Raise L leg sideways L and bar sideways R.

4. Recover. Repeat to 16.

“Bar sideways” = one arm raised sideways and straight, the other to be bent, both to be at height of shoulders.

Ex. 6. 1. Forward reverse lunge L leg and raise bar behind.

2. Recover.

3. Forward reverse lunge R leg and raise bar behind.

4. Recover. Repeat to 16.

“Bar behind” = centre of bar, just below and behind centre of neck.

“Forward reverse lunge L” = L leg three foot lengths forward with straight knee, R knee bent.

Ex. 7. 1. Lunge R leg sideways R and raise bar sideways L behind.

2. Recover.

3. Lunge sideways L and raise bar R behind.

4. Recover. Repeat to 16.

“Bar sideways behind” = bar behind head, one arm straight one bent.

“Sideways lunge R” = R leg three foot lengths sideways with knee bent.

Ex. 8. 1. Place L foot backward and carry bar behind down, bending both arms in passing from behind to behind down.

2. Recover, bending both arms.

3. Place R foot backward and carry bar behind down.

4. Recover. Repeat to 16.

“Bar behind down” = bar behind back, arms straight ; both elbows will have to be bent in going to the position.

“A foot placing” = foot a foot length away flat on the floor.

WANDS.—SECOND SERIES.

Ex. 1. 1. R backward reverse lunge, and raise bar, L in front forward, R hand under L armpit.

2. Recover.
3. Backward reverse lunge L, and raise bar R in front forward, L under.
4. Recover. Repeat to 16.

"L in front forward" = arm straight at height of shoulder.

- Ex. 2.
1. L backward lunge, and carry bar horizontally to L hip, L hand backward, R hand forward.
 2. Recover.
 3. Backward lunge R and carry bar to R hip.
 4. Recover. Repeat to 16.

"Bar at L hip" = centre of bar at hip; the bar runs from front to rear, L hand behind, R hand forward.

- Ex. 3.
1. Cross L foot behind R, raise L arm horizontal R arm vertical.
 2. Recover.
 - 3-4. at other side. Repeat to 16.

"Foot-crossing" = little toes touching, heels apart, feet flat. The bar will be oblique; the horizontal position has preference over the vertical.

- Ex. 4.
1. R forward lunge, and carry bar horizontally back by L shoulder, L hand to the rear, R hand to L shoulder, R elbow pointing to the front.
 2. Recover.
 - 3-4. at other side. Repeat to 16.

The bar runs from front to rear.

- Ex. 5.
1. Full knee bend, raise bar in front forward, L hand forward, R hand over L upper arm.
 2. Recover.
 - 3-4. at other side. Repeat to 16.

On "1" the bar runs from front to rear; the back of the R hand will rest on L upper arm.

- Ex. 6.
1. Raise heels, raise bar sideways L.
 2. Lower heels, carry bar sideways R behind.
 - 3-4. Return movements.
 5. Raise heels, raise bar sideways R.
 6. Lower heels, carry bar sideways L behind.
 - 7-8. Return movements. Repeat to 16.

- Ex. 7.
1. R backward reverse lunge and raise bar obliquely forward high, L arm up, R forearm across chest.
 2. Recover.
 - 3-4. at other side. Repeat to 16.

- Ex. 8.
1. L sideways reverse lunge and raise bar obliquely sideways high, L arm up, R across chest.
 2. Recover.
 - 3-4. at other side. Repeat to 16.

DUMB-BELLS.—FIRST SERIES.

- Ex. 1. 1. Raise arms forward, backs of hands to floor.
 2. Bend at elbows and bring bells to shoulders, backs of hands up.
 3-4. Return movements. Repeat to 16.
 The elbows on "2" must remain horizontally up at height of shoulders.
- Ex. 2. 1. Swing arms sideways upward, backs of hands outwards, when above head.
 2. Lower arms forward.
 3-4. Return movements. Repeat to 16.
- Ex. 3. 1. Swing arms sideways up and L side lunge.
 2. Recover.
 3. Swing arms sideways up and R side lunge.
 4. Recover. Repeat to 16.
- Ex. 4. 1. Swing arms backward and L forward lunge.
 2. Swing arms forward and recover L foot.
 3. Swing arms backward and L forward lunge.
 4. Recover to position.
 5-8. = 1-4, at the other side, 9-16, repeat 1-8.
 Arm swinging backward carries the arms about twelve inches behind the vertical line of the body. The arms must be straight and parallel.
- Ex. 5. 1. Raise arms forward and L leg sideways.
 2. Recover.
 3. Raise arms forward and R leg sideways.
 4. Recover. Repeat to 16.
- Ex. 6. 1. Bend arms for forward stretching and L knee raise.
 2. Stretch arms forward and L knee lower.
 3. Bend arms and raise R knee.
 4. Stretch arms forward and R knee lower.
 Repeat to 16, remembering on 16 to stretch arms down.
 For forward stretching the bells are vertical at each side of chest, elbows carried behind body.
- Ex. 7. 1. Bend arms for upwards stretching and L foot backward in step position place.
 2. Stretch arms upward and raise R heel.
 3-4. Return movements,
 5-8. at other side, 9-16. Repeat 1-8.
 For upward stretching the bells are horizontal, elbows remain at sides.
- Ex. 8. 1. Raise arms forward and full knee bend.
 2. Recover.
 Repeat to 16.

Notes.

The Teacher of the Blind, which henceforth will be published separately from *The Braille Review*, will be sent, post free, to all non-members at the rate of 2s. per annum. We would remind our readers that we have at present none but members on our lists and that therefore all non-members who wish to continue the Magazine, should send their names and subscriptions without delay to the Hon. Secretary, J. M. Ritchie, 79, Humphrey Street, Old Trafford, Manchester.

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It will be heard with widespread regret that Mr. Patrick Gray has met with a somewhat serious accident in the streets of Montreal. For his recovery, which is said to be at present slow, he will have the sincerest good wishes of the whole Association, among whose members he was so well known a figure and in whose welfare he took so lively an interest.

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Our Treasurer reports that some Members have not paid their subscriptions for the current year. In view of the insignificant amount of the fee it is probably not so much the extra claims of the present situation as mere forgetfulness that is to blame for the omission, but European complications make it none the less desirable that our Treasurer should have all subscriptions in hand before the year closes. Members with habitual bad memories may take the opportunity of sending two subscriptions in one and so ensure a blameless conscience for 1915.

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ANYONE wishing to sell a second-hand Braille Shorthand Machine in good order might please communicate, stating terms, with the Editor, *Teacher of the Blind*, The National Institute for the Blind, Great Portland Street, London, W.

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THE COLLEGE OF TEACHERS OF THE BLIND EXAMINATION.—By kind permission of the Committee of the Yorkshire School for the Blind, the next examination of the College of Teachers of the Blind will be held at the Yorkshire School for the Blind, The King's Manor House, York, on the 18th, 19th and 20th May, 1915.



